

Aspects of the relationship between

PART-TIME MATERNAL EMPLOYMENT, INFANT

SOCIO-EMOTIONAL DEVELOPMENT in the second

year of life, and MATERNAL SATISFACTION

VOLUME II

by

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INSTRUMENTS USED IN THE STUDY

Annex 1	Subject Screening Questionnaire
Annex 2	Subject Recruitment Telephone Interview
Annex 3	Pre-Employment Interview Schedule
Annex 4	Post-Employment Interview Schedule
Annex 5	Socio-Emotional Development Questionnaire
Annex 6	Comments on Pre-Employment Interview
Annex 7	Maternal Attitude Scale
Annex 8	General Health Questionnaire
Annex 9	Eysenck Personality Inventory
Annex 10	IPAT Anxiety Scale
Annex 11	Self-Esteem Scale
Annex 12	Attitudes Towards a Dual Role for Women
Annex 13	Broussard Neonatal Perception Inventory
Annex 14	Infant Temperament Questionnaire
Annex 15	Life Event Check List
Annex 16	Infant Rating Scale
Annex 17	Mother Rating Scale
Annex 18	Infant Behaviour Record
Annex 19	Observation of Mother-Infant Interaction
Annex 20	Bayley Scales of Mental and Psycho-Motor Development

Transcript of initial contact with mothers in the maternity ward at 0-6 days post-partum.

1. Identification of author and credentials.
2. "I have the hospital's permission to talk to mothers who have just given birth to their first babies. How are you feeling now? Do you mind if I ask you a few questions?
 - (i) When did you have your baby?
 - (ii) Have you given him/her a name yet?
 - (iii) Is this your first baby?
 - (iv) Are you married or do you live with the baby's father?
 - (v) What does he do for a living?
 - (vi) Were you working before you had the baby?
 - (vii) What was your job?
 - (viii) Have you any plans to return to work?
 - (ix) How old will the baby be then?
 - (x) Who will look after the baby while you work?
3. The reason for asking you these questions is that I am conducting a research project into the experiences of mothers with their first babies over the first fifteen months or so of the baby's life. Some of the mothers will be returning to work and some will not. I won't go into detail about the research now, but do you mind if I contact

you again in about 10 weeks time, when you've had a chance to settle down with your baby, and tell you more about the research with a view to your taking part?

4. May I have your address and telephone number?"

Transcript of telephone contact by the author with mother at 10 weeks post-partum.

1. Identification of author and credentials.
2. "I am conducting a study in South London on the experiences of mothers with their first babies over the first 15 months or so of the baby's life. All of the mothers in the study were working full time before they had their babies and some of them will be returning to work before their babies are a year old. I am interested in the experiences both of the mother and of the baby. From the mother's point of view, I am interested in how important her work was to her before she had the baby, and how she sees her life in the future, whether she wants or has to go back to work, the factors involved in reaching the decision to return to work or not, the mother's attitudes to working women, her attitudes to child-rearing, for example, whether or not she believes a child needs its mother exclusively during the first year. I am also interested in her background, education, jobs she has had, her health, personality and her perception of the pregnancy and childbirth. From the baby's point of view, I am interested in the baby's temperament and development over the first 15 months of its life. What is involved for those taking part is two visits to your home, by me, the first concentrating on the mother, the second on the baby. On the first visit, I ask the mother for her views on the various issues I have mentioned and also ask her to fill in a few questionnaires to supplement the questions I ask,

and this visit lasts 1-1½ hours. On the second visit, which is usually about a week later, I observe the baby for about an hour in a variety of situations - possibly part of a feed, being changed, having a play with mother, what (s)he does when mother leaves the room, and so on. Mothers are not asked to do anything special, but rather to carry on as normally as possible with their daily routine. I also do a number of developmental tests with the baby to see how the baby is developing, compared with other babies of the same age.

After the two visits to your home, I keep in touch with mothers by post, about every 6-8 weeks, and ask them to fill in a questionnaire covering the baby's development, any new behaviours, the baby's health, any problems encountered with the baby's health, behaviour or development, the mother's health, any worries or changes in her life that may affect either her or the baby, for example, taking a job, or her husband changing or losing his job, becoming pregnant again; any emotional problems, accidents, bereavements, or disturbing events of any kind.

Then, about this time next year, I repeat the two home visits, one for the mother and one for the baby, and find out how the family has got on over this period, and how well the toddler, as (s)he will be by then, has developed during this period. Of course, for mothers who decide to go back to work, the question of looking after the baby arises, and I will be very interested to learn what the mother considers is 'ideal' in the way of care for her child, what she finds is available to her, and how satisfied she is with that care.

Obviously, with a study of this nature, the University has very strict guidelines about confidentiality of information so I can assure you that all information given to me is treated in the strictest confidence, and only I actually know the mother's identity and address. The information is then coded by me and stored on a computer under a subject number, rather than by name.

That, very briefly, is what the study is about. Do you think you might be interested in taking part?"

3. If YES, verify name, address, infant name, date of birth, marital status and occupation of baby's father and employment intentions, arrange first visit.

If NO thank mother for listening and assure her she will not be contacted again.

I Pre-Employment Interview Schedule

II Pre-Employment Interview Schedule Scoring Key

Group Code.....
Subject No.....
Name.....
Date of interview....

Aspects of the relationship between early Maternal
Employment and Infant Socio-Emotional Development
in the second year of life

P R E - E M P L O Y M E N T

I N T E R V I E W S C H E D U L E

Mavis Clarke
Thomas Coram Research Unit
March, 1983

Variable	Biographical details - Mother	Code
1	Date of birth	<input type="checkbox"/>
2	Age	<input type="checkbox"/>
3	Age at Infant's birth	<input type="checkbox"/>
<u>Childhood details - Mother</u>		
4	Who brought you up? Both parents (), M (), F (), M & SF (), F & SM (), SF & SM (), Other ()	<input type="checkbox"/>
5	Parental Marital Status in Childhood: Married (), Separated (), Divorced (), M remarried (), F remarried (), Both remarried (), Not married (), M widowed (), F widowed () Other ()	<input type="checkbox"/>
6	Age at change in parental marital status < 5 (), 5-10 (), 10-15 (), 15-20 () > 20 () No change ()	<input type="checkbox"/>
7	<u>Siblings</u> Brothers - Number ()	<input type="checkbox"/>
8	Sisters - Number ()	<input type="checkbox"/>
9	Birth Order of Subject ()	<input type="checkbox"/>
<u>Family Employment in Childhood</u>		
10	<u>Paternal employment</u> Code classification	<input type="checkbox"/>
11	<u>Maternal employment</u> : Did your mother work when you were a child? YES/NO	<input type="checkbox"/>
12	Full-time (), Part-time () Non-working ()	<input type="checkbox"/>
13	How many hours daily? N/A (), < 2hrs (), 2-5 hrs () > 5hrs ()	<input type="checkbox"/>
14	How old were you when your mother started working? < 1yrs (), 1-5yrs (), 5-10yrs (), > 10yrs (), N/A ()	<input type="checkbox"/>
15	Who looked after you while mother worked? Relation in own home (), Unpaid neighbour (), Paid childminder (), Nursery (), Nobody () Other (), N/A ()	<input type="checkbox"/>

Variable		Coding
16	Why do you think your mother worked? N/A (), Financial reasons (), Social reasons (), Vocational (), Don't know ()	<input type="checkbox"/>
17	How did you feel about your mother working? Very unhappy / Unhappy / Neutral / Happy / Very happy () () () () ()	<input type="checkbox"/>
	<u>Separation experiences in own childhood</u>	
18	Were you ever separated from your mother when you were a child? YES () NO ()	<input type="checkbox"/>
19	What was the reason for the separation? Illness of child (), Illness of parent (), Holiday () School (), Parental holiday (), Parental disturbance () Death (), Other ()	<input type="checkbox"/>
20	How long did the separation(s) last?	<input type="checkbox"/>
21	How old were you at the time?	<input type="checkbox"/>
22	Who looked after you during the separation(s)?	<input type="checkbox"/>
23	How often were the separations?	<input type="checkbox"/>
	<u>Education</u>	
24	What type of school did you attend?	<input type="checkbox"/>
25	Age at leaving school?	<input type="checkbox"/>
26	Qualifications on leaving school	<input type="checkbox"/>
27	Further education	<input type="checkbox"/>

Variable		Code
28	Further qualifications	<input type="checkbox"/>
	<u>Husband's Education</u>	
29	Type of school attended	<input type="checkbox"/>
30	Age at leaving school	<input type="checkbox"/>
31	Qualifications on leaving school	<input type="checkbox"/>
32	Further education	<input type="checkbox"/>
33	Further qualifications	<input type="checkbox"/>
	<u>Husband's Employment</u>	
34	Is your husband currently employed? YES () NO ()	<input type="checkbox"/>
35	What is his job?	<input type="checkbox"/>
36	Do you manage on his income - Very well / Fairly well / Just about / Not very well / Cannot () () () () manage ()	<input type="checkbox"/>
	<u>Employment - Before Baby</u>	
37	What did you think you wanted to be before you left school?	<input type="checkbox"/>
38	Did you have any feeling of vocation? YES () NO ()	<input type="checkbox"/>
39	Did you see yourself as a career woman? YES () NO ()	<input type="checkbox"/>
40	Did you see yourself only working until you settled down and started a family? YES () NO ()	<input type="checkbox"/>
41	What jobs have you had since you left school? Code number	<input type="checkbox"/>

Variable		Coding
42	List jobs: Code classification	<input type="checkbox"/>
43	What was your last job?	<input type="checkbox"/>
44	How long did you work there?	<input type="checkbox"/>
45	How would you rate your last job? Hated / Disliked / Neutral / Liked / Loved () () () () ()	<input type="checkbox"/>
	<u>Marriage</u>	
46	How old were you when you began living with your partner/ got married?	<input type="checkbox"/>
47	Had you been married/cohabiting before? YES () NO ()	<input type="checkbox"/>
48	How old was your husband when you got married?	<input type="checkbox"/>
49	Had he been married/cohabiting before? YES () NO ()	<input type="checkbox"/>
50	Has he any other children? YES () NO ()	<input type="checkbox"/>
51	Do they stay with you overnight? YES () NO () N/A ()	<input type="checkbox"/>
	<u>Marriage and Employment</u>	
52	Did you continue with the same job after you were married? YES () NO ()	<input type="checkbox"/>

Variable

Codin

53

If you changed your job around the time of your marriage, was it

- for a job that was less demanding ()
- for a job that fitted in better with your husband's ()
- for a job that was more convenient for you ()
- for a job that was more interesting/demanding ()
- N/A ()

☐

54

How did you feel about working after you were married?

Definitely / Would prefer / Neutral / Prefer / Definitely
 did not NOT to to work wanted to
 want to

☐

() () () () ()

55

Did your husband want you to continue working ?

YES () NO ()

☐

56

At that time, which would you have found more important?

- the money (), the company (), interest in the job ()
- other ()

☐General Health - while working

57

What was your general health like while working?

Good (), Fair (), Poor ()

☐

58

Do you have any long-term condition that requires drugs or treatment? YES () NO ()

☐

59

Does this affect you - Not at all (), Hardly ever ()

Occasionally (), Quite often (), All the time ()

☐Emotional State - while working

60

How do you think you coped with being married and working?

Very well (), Quite well (), Not very well ()

☐

61

Did you ever feel that you could not cope with both?

YES (), NO ()

☐

62

Did you ever have to consult your doctor because

- you were feeling depressed YES () NO ()

☐

63

- you were feeling anxious YES () NO ()

☐

64

- you had difficulty in sleeping YES () NO ()

☐

Variable

Code

- 65 Have you ever consulted your G.P. for any other psychological problem? YES () NO ()
- 66 Specify problem
- 67 Specify treatment
- Personality
- 68 Before you were pregnant, how would you have rated your personality?
Very lively and outgoing (), Fairly lively () Neither ()
Fairly quiet (), Very quiet and inward ()
- Pregnancy
- 69 How long after you were married/began cohabiting did you become pregnant? () years
- 70 Was the pregnancy planned? YES (), NO ()
- 71 Was the pregnancy desired by both partners? YES (), NO ()
- 72 Had you ever been pregnant before? YES (), NO ()
- 73 What was the outcome of your pregnancy?
Miscarriage (), Abortion (), Stillbirth ()
Adoption (), Other ()
- 74 Were you working when you became pregnant? YES (), NO ()
- 75 When you first found out you were pregnant, how did you feel?
Happy (), Mixed feelings (), Unhappy ()
- General health in pregnancy
- 76 What was your general health like while you were pregnant?
Very good (), Good (), Average (), Not very good ()
Very bad ()
- 77 Were you troubled by minor problems of pregnancy such as sickness, varicose veins, fatigue YES (), NO ()
- 78 Were you troubled by more serious problems such as threatened miscarriage, high blood pressure, toxemia YES (), NO ()

Variable		Coding
	<u>Emotional health in pregnancy</u>	
79	How were you emotionally while you were pregnant?	
	Did you get very depressed YES (), NO ()	<input type="checkbox"/>
80	- very anxious YES (), NO ()	<input type="checkbox"/>
81	- have difficulty in sleeping YES (), NO ()	<input type="checkbox"/>
82	Did you feel that the pregnancy made you more attractive () less attractive (), no different ()	<input type="checkbox"/>
83	Did you feel that the pregnancy interfered with your sexual life YES (), NO ()	<input type="checkbox"/>
84	Before the baby was born, did you think of it as a real person? YES (), NO ()	<input type="checkbox"/>
85	Did you think of the baby as a part of yourself, or as separate and just occupying space in your body? Don't know (), Part of self (), Separate ()	<input type="checkbox"/>
	<u>Personality while pregnant</u>	
86	Do you think your personality changed in pregnancy to become Much more lively and outgoing (), Slightly more lively (), No change (), Less lively (), Much less lively ()	<input type="checkbox"/>
	<u>Attitudes while pregnant</u>	
87	While you were pregnant, what was your attitude to working after the baby was born? Definitely did / Preferred / Neutral / Preferred / Definitely NOT want to NOT to Don't know to work wanted () () () () ()	<input type="checkbox"/>
88	Did your husband share your opinion? YES (), NO ()	<input type="checkbox"/>
89	While you were pregnant, what did you think that people in general thought about working mothers? Very unfavourable / Unfavourable / Neutral / Favourable / Very () () () () favourable	<input type="checkbox"/>

Variable

Coding

- 90 How many months' pregnant were you when you stopped working?
 1-3 mths / 4-6 mths / 7-8 mths / >8 mths
 () () () ()
- 91 Did you apply for statutory Maternity Leave? YES (), NO ()
- 92 At that time, did you intend to work again
 - before baby was 1yr / 1-3 yrs / 3-5 yrs / >5 yrs
- 93 At that time, what was your attitude to child-rearing?
 - that a child should be brought up exclusively by its mother ()
 - that it does not harm a child to have more than one person
 looking after it ()
 - that it is beneficial for a child to have more than one person
 looking after it ()
- 94 At that time, what was your attitude to a mother working during the
 baby's first year?
 - that a mother should NOT work during the first year ()
 - that in certain circumstances e.g. financial hardship, it is
 alright for a mother to work during the first year ()
 - Don't know, neutral position ()
 - that a mother should be able to work if she wants to and can
 make suitable arrangements for care of the child ()
 - that it is good for a mother to return to work if she wants
 to and suitable arrangements can be made ()

- 95 Would your husband have agreed with your answer? YES (), NO ()

The Peri-natal Period

Tell me about the birth of your baby

- 96 Do you remember the birth as -
 A wonderful experience / An experience / A terrible experience
 () 585 () ()

Variable		Coding
97	Was your husband present? YES (), NO ()	<input type="checkbox"/>
98	Was the labour - more painful than you expected () - about what you expected () - less painful than you expected ()	<input type="checkbox"/>
99	How long did your labour last? <5 hrs / 5 - 10 hrs / 10-15 hrs / 15-25 hrs / >25 hrs () () () () ()	<input type="checkbox"/>
100	What type of presentation did you have? Cephalic / Breech / Other () () ()	<input type="checkbox"/>
101	Was the birth natural (), forceps (), Caesarean ()	<input type="checkbox"/>
102	Did you have an amniotomy? YES (), NO ()	<input type="checkbox"/>
103	Were you otherwise induced? YES (), NO ()	<input type="checkbox"/>
104	What drugs did you have? - Gas & air YES (), NO ()	<input type="checkbox"/>
105	- Pethidine (or equivalent) YES (), NO ()	<input type="checkbox"/>
106	- Epidural YES (), NO ()	<input type="checkbox"/>
107	- Other drugs YES (), NO ()	<input type="checkbox"/>
108	Did you have an episiotomy? YES (), NO ()	<input type="checkbox"/>
109	Did you feel in control of your baby's birth? YES () NO ()	<input type="checkbox"/>
110	Were you generally satisfied with the nursing care you received? YES (), NO ()	<input type="checkbox"/>

Variable		Codin
111	Were you generally satisfied with the medical care you received? YES (), NO ()	<input type="checkbox"/>
112	Was the baby premature? YES (), NO ()	<input type="checkbox"/>
113	What was the baby's birthweight? < 5lbs / 5-7 lbs / 7-9 lbs / > 9 lbs	<input type="checkbox"/>
114	Did the baby require any special nursing care after birth? YES (), NO ()	<input type="checkbox"/>
<u>Emotional reaction to baby</u>		
115	Did you hold the baby before it was cleaned? YES (), NO ()	<input type="checkbox"/>
116	Did you keep the baby with you after the birth for $\frac{1}{2}$ hour? YES (), NO ()	<input type="checkbox"/>
117	Was the baby of the sex you wanted? YES (), NO () Didn't mind ()	<input type="checkbox"/>
118	Was the baby of the sex your husband wanted? YES (), NO () Didn't mind ()	<input type="checkbox"/>
119	Did you consider your newborn baby beautiful (), average () rather unattractive ()	<input type="checkbox"/>
120	What did you feel for your baby when you first saw it? Did you feel an instant surge of love? YES (), NO ()	<input type="checkbox"/>
121	Or were you initially indifferent but began to love your baby as you began to care for it? YES (), NO ()	<input type="checkbox"/>
122	Did you have any negative feelings towards your baby YES (), NO ()	<input type="checkbox"/>
123	Did you secretly believe that the baby -might spoil things between you and your partner () -might improve things between you and your partner () -would make things different, neither better nor worse ()	<input type="checkbox"/>

Variable		Code
124	Did you breast-feed your baby? YES (), NO (),	<input type="checkbox"/>
125	If YES - because you wanted to () - because you felt you ought to () - N/A	<input type="checkbox"/>
126	If NO - because you did not want to () - because it did not work out () - N/A	<input type="checkbox"/>
127	Do you feel that routines such as nappy-changing, bottle-feeding should be mother's responsibility exclusively () should be shared wherever possible ()	<input type="checkbox"/>
	<u>Present routines</u>	
128	Does baby sleep all night through? Usually (), Sometimes (), Never ()	<input type="checkbox"/>
129	Who gets up to baby in the night, if necessary? Usually mother (), Usually father (), Shared ()	<input type="checkbox"/>
130	Is baby on routine feeding now? YES (), NO ()	<input type="checkbox"/>
131	Who feeds baby? Usually mother (), Shared ()	<input type="checkbox"/>
132	Is baby easy to feed? (), Sometimes difficult () Always difficult ()	<input type="checkbox"/>
133	Does baby suffer from colic? YES (), NO ()	<input type="checkbox"/>
	<u>Health</u>	
134	What is your general health like now? Good (), Fair (), Poor ()	<input type="checkbox"/>
135	Apart from post-natal checks, have you had to see your G.P. since the birth? Never (), Occasionally (), Frequently ()	<input type="checkbox"/>
	<u>Emotional State</u>	
136	How do you think you are coping with being a mother? Very well (), Quite well (), Not very well ()	<input type="checkbox"/>
137	Do you ever feel depressed? Constantly (), Occasionally (), Never ()	<input type="checkbox"/>

Variable		Coding
138	Do you ever feel anxious? Constantly (), Occasionally (), Never ()	<input type="checkbox"/>
139	Do you have difficulty in sleeping ? Constantly (), Occasionally (), Never ()	<input type="checkbox"/>
140	Do you worry about the baby? Constantly (), Occasionally (), Never ()	<input type="checkbox"/>
141	When you have to go out and leave the baby , are you Worried sick (), Worry about baby () Don't worry () from time to time about baby	<input type="checkbox"/>
<u>Maternal Personality</u>		
142	Do you think your personality has changed since you had the baby? YES (), NO ()	<input type="checkbox"/>
143	If YES, More lively and outgoing () Less lively and outgoing () No change ()	<input type="checkbox"/>
<u>Current Attitudes to Employment</u>		
144	How do you feel now about returning to work? Definitely do / Would Prefer / Neutral / Prefer / Definitely NOT want to NOT to to Work WANT to	<input type="checkbox"/>
145	Does your husband share your view ? YES (), NO ()	<input type="checkbox"/>
146	Is your own feeling influenced by - financial considerations YES (), NO ()	<input type="checkbox"/>
147	- desire for company YES (), NO ()	<input type="checkbox"/>
148	- importance of career YES (), NO ()	<input type="checkbox"/>
149	- desire for break from baby YES (), NO ()	<input type="checkbox"/>
150	Do you think you probably WILL return to work : In the baby's first year (), age 1-3 yrs (), 3-5 yrs (), >5yrs () not at all ()	<input type="checkbox"/>

Variable		Coding
151	Do you feel that your family, friends, neighbours will approve if you go back (), will disapprove (), don't know ()	<input type="checkbox"/>
152	Do you think that you will feel guilty if you go back to work while (s)he is still a baby? Definitely / Possibly / Don't know / Possibly / Definitely feel guilty feel guilty NOT feel guilty NOT	<input type="checkbox"/>
	<u>Caretaking Attitudes</u>	
153	If a woman returns to work full-time, for whatever reason, which of the following do you think is the IDEAL caretaking arrangement for a baby less than one year old? - Relative in own home () - Relative in relative's home () - Paid childminder () - Non-relative in own home, e.g. Nanny, au pair () - Private day nursery () - Council day nursery ()	<input type="checkbox"/>
154	Do you ever leave your baby in the daytime now? YES (), NO ()	<input type="checkbox"/>
155	How often do you leave the baby? Frequently (), Occasionally (), Never ()	<input type="checkbox"/>
156	With whom do you leave the baby? - Relative in own home () - Relative in relative's home () - Non-relative in own home () - Childminder () - More than one of these (), None of these ()	<input type="checkbox"/>
	<u>Future Intentions</u>	
157	Have you decided what you will do during the baby's first year? Definitely stay at home (), Not decided () Definitely return to work ()	<input type="checkbox"/>
158	Do you want any more children? YES (), NO (), UNdecided ()	<input type="checkbox"/>
159	Do you want a career as well? YES (), NO (), UNdecided ()	<input type="checkbox"/>

Variable	<u>Conclusions: Maternal Outcomes and Satisfaction</u>	Coding
160	Do you feel that being a housewife and mother is enough to satisfy you completely?	<input type="checkbox"/>
161	It is enough (), Not sure (), It is NOT enough () Do you feel that your relationship with your baby is completely satisfactory? YES (), Not sure (), NO ()	<input type="checkbox"/>
162	Do you feel that generally you understand your baby perfectly? YES (), Not sure (), NO ()	<input type="checkbox"/>
163	How would you rate yourself as a mother? Good (), Adequate (), Not very good ()	<input type="checkbox"/>
164	How would you rate your marriage? Good (), Adequate (), Not very good ()	<input type="checkbox"/>
	<u>Conclusions: Child Outcomes and Satisfaction</u>	
165	Do you feel that you have any problems with your baby's feeding? YES (), NO () If YES, probe	<input type="checkbox"/>
166	Do you feel you have any problems with your baby's sleeping? YES (), NO (), If YES, probe	<input type="checkbox"/>
167	Do you feel you have any problems with your baby's behaviour? YES (), NO () If YES, probe	<input type="checkbox"/>
168	Do you have any worries about your child's health? YES (), NO () If YES, probe	<input type="checkbox"/>
169	Do you have any worries about your child's development? YES (), NO () If YES, probe	<input type="checkbox"/>
170	Do you think your baby is generally happy? YES (), NO () If YES, probe	<input type="checkbox"/>

PRE-EMPLOYMENT

INTERVIEW SCHEDULE : CODING KEY

Mavis Clarke

Thomas Coram Research Unit

March 1983

<u>Variable No</u>	<u>BIOGRAPHICAL DETAILS - MOTHER</u>
M001	<20 = 1, 20-25 = 2, 28-30 = 3, 30-35 = 4, 35-40 = 5, >40 = 6
002	Code as for variable 1
003	Code as for variable 1.

CHILDHOOD DETAILS

004	Both parents = 1, M = 2, F = 3, M & SF = 4, F & SM = 5, SM & SF = 6, Other = 9
005	Married = 1, Separated = 2, Divorced = 3, M remarried = 4, F remarried = 5, Both remarried = 6, Not married = 7, M widowed = 8, F widowed = 9
006	No change = 0, <5 = 1, 5-10 = 2, 10-15 = 3, 15-20 = 4, >20 = 5
007	Code number
008	Code number
009	Code number

FAMILY EMPLOYMENT

010	Unskilled Manual = 1, Skilled Manual = 2, Non-manual = 3, Professional = 4
011	No = 0, Yes = 1
012	NW = 1, PT = 2, FT = 3
013	None = 0, <2 hrs = 1, 2-5 hrs = 2, > 5 hrs = 3
014	N/A = 0, <1 = 1, 1-5 = 2, 5-10 = 3, 11-15 = 4, > 15 = 5

Variable No

- 015 Mother = 0, Relation in own home = 1, Unpaid neighbour = 2, Paid childminder = 3, Nursery = 4, Nobody = 5, Other/N/A = 9
- 016 N/A = 0, Financial reasons = 1, Social = 2, Vocational = 3, Other - Don't know = 9
- 017 Very unhappy = 5, Unhappy = 4, Neutral = 3, Happy = 2, Very happy = 1, N/A = 0

SEPARATION EXPERIENCES

- 018 No = 0, Yes = 1
- 019 N/A = 0, Child holiday = 1, Parent holiday = 2, school = 3, Illness of parent = 4, Parental disturbance = 5, Death = 6, Other = 9, 7 = child illness
- 020 N/A = 0, Overnight = 1, < week = 2, < month = 3, Months = 4, Years = 5.
- 021 N/A = 0, <1 = 1, 1-5 = 2, 5-10 = 3, 11-15 = 4, >15 = 5.
- 022 N/A = 0, Father = 1, Other relation in home = 2, Relation outside home = 3, Non-relative in home = 4, Non-relative outside home = 5, Other = 9.
- 023 N/A = 0, Occasionally = 1, Regularly = 2

EDUCATION

- 024 Secondary Modern = 1, Comprehensive = 2, Grammar = 3, Private Day = 4, Boarding = 5, Other = 9
- 025 15 = 1, 16 = 2, 17 = 3, 18 = 4, >18 = 5
- 026 None = 0, RSA = 1, CSE = 2, 'O' Level = 3, 'A' Level = 4, ONC = 5, HNC = 6, Other = 9

Variable No

- 027 None = 0, Short training course/Block release = 1, FT specialist vocational training at college = 2, University = 3, Other = 9.
- 028 None = 0, GCE = 1, ONC/HNC = 2, Hairdressing = 3, Business/Secretarial = 4, Nursing/Medical = 5, Degree = 6, Other = 9.

HUSBAND'S EDUCATION

- 029 Code as for variable 24
- 030 Code as for variable 25
- 031 Code as for variable 26
- 032 Code as for variable 27
- 033 Code as for variable 28

HUSBAND'S EMPLOYMENT

- 034 No = 0, Yes = 1
- 035 None/Unemployed = 0, Unskilled manual = 1, Semi-skilled Manual = 2, Skilled manual = 3, Non-manual = 4, Professional = 5
- 036 Very well = 1, Fairly well = 2, Just about = 3, Not very well = 4, Cannot manage = 5, N/A = 0.

EMPLOYMENT BEFORE BABY

- 037 Code level of aspiration
Don't know = 0, Unskilled manual = 1, Skilled manual = 2, Non-manual = 3, Professional = 4
- 038 No = 0, Yes = 1
- 039 No = 0, Yes = 1
- 040 No = 0, Yes = 1
- 041 Code number

Variable No

- 042 Unskilled manual = 1, Skilled manual = 2, Non-manual = 3,
Professional = 4
- 043 Code as for variable 42
- 044 <1 year = 1, >2<5 yrs = 2, >5>10 yrs = 3, >10 = 4
- 045 Loved = 1, Liked = 2, Neutral = 3, Disliked = 4, Hated =
5

MARRIAGE

- 046 <20 = 1, 20-25 = 2, 26-30 = 3, 31-35 = 4, >35 = 5
- 047 No = 0, Yes = 1
- 048 Code as for variable 46
- 049 No = 0, Yes = 1
- 050 No = 0, Yes = 1
- 051 No = 0, Yes = 1, N/A = 9

MARRIAGE AND EMPLOYMENT

- 052 No = 0, Yes = 1
- 053 N/A = 0, Less demanding = 1, Fitting with husband = 2,
More convenient for S = 3, More interesting = 4
- 054 Definitely NOT wanted to = 1, Preferred NOT to = 2,
Neutral = 3, Preferred to = 4, Definitely wanted to = 5
- 055 No = 0, Yes = 1
- 056 Money = 1, Company = 2, Interest in job = 3, Other = 9

GENERAL HEALTH - While Working

- 057 Good = 1, Fair = 2, Poor = 3
- 058 No = 0, Yes = 1

Variable No

059 N/A/Not at all = 0, Hardly ever = 1, Occasionally = 2,
Quite often = 3, All the time = 4

EMOTIONAL STATE - While Working

060 Very well = 1, Quite well = 2, Not very well = 3

061 No = 0, Yes = 1

062 No = 0, Yes = 1

063 No = 0, Yes = 1

064 No = 0, Yes = 1

065 No = 0, Yes = 1

066 N/A = 0, Mild acute neurotic = 1, Chronic neurotic = 2,
Acute psychotic = 3, Chronic psychotic = 4, Other = 9

067 N/A = 0, GP = 1, Hospital O/P = 2, Hospital in-patient =
3

PERSONALITY

068 Very lively and outgoing = 1, Fairly lively = 2, Don't know
= 3, Fairly quiet = 4, Very quiet and inward = 5

PREGNANCY

069 Within 1 yr = 1, 1-3 yrs = 2, 3-5 yrs = 3, 5-8 yrs = 4, >8
yrs = 5

070 No = 0, Yes = 1

071 No = 0, Yes = 1

072 No = 0, Yes = 1

073 Miscarriage = 1, Abortion = 2, Stillbirth = 3, Adoption = 4,
N/A/Other = 9

074 No = 0, Yes = 1

075 Happy = 1, Mixed feelings = 2, Unhappy = 3

<u>Variable No</u>	<u>GENERAL HEALTH IN PREGNANCY</u>
076	Very good = 1, Good = 2, Average = 3, Not very good = 4, Very poor = 5
077	No = 0, Yes = 1
078	No = 0, Yes = 1

	<u>EMOTIONAL HEALTH IN PREGNANCY</u>
079	No = 0, Yes = 1
080	No = 0, Yes = 1
081	No = 0, Yes = 1
082	More attractive = 1, No different = 2, Less attractive = 3
083	No = 0, Yes = 1
084	No = 0, Yes = 1
085	Don't know = 0, Part of self = 1, separate = 2

	<u>PERSONALITY WHILE PREGNANT</u>
086	Much more lively = 1, Slightly more lively = 2, No change = 3, Less lively = 4, Much less lively = 5

	<u>ATTITUDES WHILE PREGNANT</u>
087	Definitely DID NOT want to = 1, Preferred NOT to = 2, Neutral = 3, Preferred to work = 4, Definitely WANTED to = 5
088	No = 0, Yes = 1
089	Very favourable = 1, Favourable = 2, Neutral = 3, Unfavourable = 4, Very unfavourable = 5
090	< 3 months = 1, 4-6 months = 2, 7-8 months = 3, > 8 months = 4
091	No = 0, Yes = 1

Variable No

092 >5 yrs = 1, 3-5 yrs = 2, 1-3 yrs = 3, < 1 yr = 4

093 Don't know = 0, Exclusively mother = 1, No harm = 2,
More than 1 = 3

049 Should NOT work = 1, certain circumstances = 2, Neutral
= 3, If she wants to = 4, Good for mother = 5

095 No = 0, Yes = 1

PERINATAL PERIOD

096 Wonderful experience = 1, Experience = 2, Terrible
experience = 3

097 No = 0, Yes = 1

098 N/A = 0, Less painful = 1, As expected = 2, More painful
= 3

099 N/A = 0, < 5 hrs = 1, 5-10 hrs = 2, 10-15 hrs = 3, 15-25
hrs = 4, > 25 hrs = 5, Other = 9

100 Cephalic = 1, Brech = 2, Other = 9

101 Vaginal = 1, Forceps = 2, Caesarean = 3

102 Amniotomy No = 0, Yes = 1

103 No = 0, Yes = 1

104 No = 0, Yes = 1

105 No = 0, Yes = 1

106 No = 0, Yes = 1

107 No = 0, Yes = 1

108 No = 0, Yes = 1

109 No = 0, Yes = 1

110 No = 0, Yes = 1

Variable No

111 No = 0, Yes = 1
112 No = 0, Yes = 1
113 < 5lbs = 1, 5-7lbs = 2, 7-9lbs = 3, > 9lbs = 4
114 No = 0, Yes = 1

EMOTIONAL REACTION TO BABY

115 No = 0, Yes = 1
116 No = 0, Yes = 1
117 No = 0, Yes = 1, Didn't mind = 2
118 No = 0, Yes = 1, Didn't mind = 2
119 Beautiful = 1, Average = 2, Unattractive = 3
120 No = 0, Yes = 1
121 No = 0, Yes = 1
122 No = 0, Yes = 1
123 Different = 1, Improve = 2, Spoil = 3
124 No = 0, Yes = 1
125 N/A = 0, Wanted to = 1, Felt you ought to = 2
126 N/A = 0, Did not work out = 1, Did not want to = 2
127 Shared where possible = 1, Exclusively mother = 2

PRESENT ROUTINES

128 Usually = 1, Sometimes = 2, Never = 3
129 Shared = 1, Usually mother = 2, Usually father = 3
130 No = 0, Yes = 1
131 Shared = 1, Always mother = 2
132 Easy to feed = 1, Sometimes difficult = 2, Always difficult
= 3
133 No = 0, Yes = 1

Variable NoHEALTH

- 134 Good = 1, Fair = 2, Poor = 3
- 135 Never = 1, Occasionally = 2, Frequently = 3

EMOTIONAL STATE

- 136 Very well = 1, Quite well = 2, Not very well = 3
- 137 Never = 1, Occasionally = 2, Constantly = 3
- 138 Never = 1, Occasionally = 2, Constantly = 3
- 139 Never = 1, Occasionally = 2, Constantly = 3
- 140 Never = 1, Occasionally = 2, Constantly = 3
- 141 Do not worry = 1, Worry occasionally = 2, Worry constantly = 3

MATERNAL PERSONALITY

- 142 No = 0, Yes = 1
- 143 No change = 0, More lively = 1, Less lively = 2

CURRENT ATTITUDES TO EMPLOYMENT

- 144 Definitely do NOT want to = 1, Prefer NOT to = 2, Neutral = 3, Prefer to work = 4, Definitely WANT to = 5
- 145 No = 0, Yes = 1
- 146 No = 0, Yes = 1
- 147 No = 0, Yes = 1
- 148 No = 0, Yes = 1
- 149 No = 0, Yes = 1
- 150 Not at all = 1, > 5 yrs = 2, 3-5 yrs = 3, 1-3 yrs = 4, < 1 yr = 5
- 151 Approve = 1, Don't know = 2, Will disapprove = 3
- 152 Definitely feel guilty = 1, Possibly feel guilty = 2, Don't know/neutral = 3, Possibly NOT feel guilty = 4, Definitely NOT = 5

<u>Variable No</u>	<u>CARETAKING ATTITUDES</u>
153	Relative in own home = 1, Relative in relative's home = 2, Paid childminder = 3, Non-relative in own home = 4, Private day nursery = 5, Council day nursery = 6, Other = 9
154	No = 0, Yes = 1
155	Never = 0, Occasionally = 1, Frequently = 2
156	Relative in own home = 1, Relative in relative's home = 2, Non-relative in own home = 3, Childminder = 4, More than 1 = 5, None of these N/A = 9

FUTURE INTENTIONS

157	Definitely stay at home = 1, Not decided = 2, Definitely return = 3
158	No = 0, Yes = 1, Undecided = 3
159	No = 0, Yes = 1, Undecided = 3

CONCLUSIONS: MATERNAL OUTCOMES AND SATIS- FACTION

160	Enough = 1, Not sure = 2, NOT enough = 3
161	No = 0, Yes = 1, Not sure = 3
162	No = 0, Yes = 1, Not sure = 3
163	Good = 1, Adequate = 2, Not very good = 3
164	Good = 1, Adequate = 2, Not very good = 3

<u>Variable No</u>	<u>CONCLUSIONS: CHILD OUTCOMES AND SATISFACTION</u>
165	No = 0, Yes = 1
166	No = 0, Yes = 1
167	No = 0, Yes = 1
168	No = 0, Yes = 1
169	No = 0, Yes = 1
170	No = 0, Yes = 1

I Post-Employment Interview Schedule

II Post-Employment Interview Schedule Scoring Key

Group Code.....
Subject No.....
Name.....
Date.....

Aspects of the relationship between early
Maternal Employment and Infant Socio-Emotional
Development in the Second year of life

P O S T - E M P L O Y M E N T

I N T E R V I E W S C H E D U L E

Mavis Clarke
Thomas Coram
Research Unit
December, 1983

Variable	Employment History since Birth	Coding
MM01	Have you taken any paid employment outside the home since you had your baby? YES () NO ()	<input type="checkbox"/>
MM02	How many jobs have you had? Code number ()	<input type="checkbox"/>
MM03	What were they?	<input type="checkbox"/>
MM04	How many hours per week? Code number()	<input type="checkbox"/>
MM05	What is your current employment status? Have not worked since birth, and no intention () Have been working, but not now () Currently working, intend to continue () Currently working, but intend to stop () Temporarily not working, have been, intend to again () Have not been working, intend to start soon ()	<input type="checkbox"/>
MM06	If you have given up employment, what was the reason? N/A (), Child care difficulty (), Mother-related difficulty () e.g. fatigue Work-related difficulty (), e.g. too difficult Marital difficulty () e.g. husband did not approve More than one of these (), Other ()	<input type="checkbox"/>
MM07	If you are working, or intend to work soon, what are your main reasons for going to work? 0 N/A (), 1 Financial reasons () 2 Desire for adult company () 3 Importance of career () 4 Desire for break from baby () 5 Boredom, frustration with household routines () 6 Other ()	<input type="checkbox"/>

Variable	Feelings about Work	Coding
MM08	<p>What did you, or do you, miss most about work?</p> <p>0 Nothing (), 1 Money (), 2 Adult company ()</p> <p>3 Feeling of doing something worthwhile (),</p> <p>4 Getting out of the house (),</p> <p>5 Intrinsic interest of job (),</p> <p>6 Fulfilling ambitions (),</p> <p>7 Other.....</p> <p>.....</p> <p>Code first two in order of priority</p>	<input type="checkbox"/>
MM09	<p>How often do you think about, or miss, the above?</p> <p>Never / Very rarely / Sometimes / Frequently / Constantly</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM10	<p>What is, or was, bad about working?</p> <p>0 Nothing-(), 1 Travelling (), 2 Tiring ()</p> <p>3 No time for self (), 4 No time for leisure ()</p> <p>5 Boring routines (),</p> <p>6 Being told what to do ()</p> <p>7 Having to get up in the morning ()</p> <p>9 Other ()</p> <p>Code first two in order of priority</p>	<input type="checkbox"/>
MM11	<p>Looking back, how important has working been in your life?</p> <p>Of no / Not very / Of some / Quite / Very importance important importance important important</p>	<input type="checkbox"/>
MM12	<p>What satisfaction do you, or did you, get from working?</p> <p>None / Very little / Some / Quite a lot / A great deal</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM13	<p>Do you have any unfulfilled work ambitions?</p> <p>YES () NO ()</p>	<input type="checkbox"/>

Variable		Coding
MM21	<p>Have you been depressed at all since you had the baby?</p> <p>Never / Very rarely/ Sometimes / Frequently/ Constantly</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM22	<p>Have you been very anxious since you had the baby?</p> <p>Never/ Very rarely/ Sometimes/ Frequently/ Constantly</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM23	<p>Have you been very irritable/stressed since you had the baby?</p> <p>Never/ Very rarely/ Sometimes/ Frequently/ Constantly</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM24	<p>Have you felt that you couldn't cope with the baby?</p> <p>Never/ Very rarely/ Sometimes/ Frequently/ Constantly</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM25	<p>Have you ever felt you might lose control and hurt the baby?</p> <p>Never/ Very rarely/ Sometimes/ Frequently/ Constantly</p> <p>() () () () ()</p> <p><u>Child's Health</u></p>	<input type="checkbox"/>
MM26	<p>Has your child had to have any medical treatment for illnesses?</p> <p>None (), G.P. (), Hospital O/P (), Hospital I/P ()</p>	<input type="checkbox"/>
MM27	<p>Has your child had many minor illnesses, like colds or stomach upsets?</p> <p>Never / Very rarely / Sometimes / Frequently / Constantly</p> <p>() () () () ()</p>	<input type="checkbox"/>
MM28	<p>Has the baby's health been a problem for you?</p> <p>Yes () No ()</p>	<input type="checkbox"/>

Variable	Child Management	Coding
MM29	Have you had any problems with your child's feeding? Never/ Very rarely/ Sometimes/ Frequently/ Constantly () () () () ()	<input type="checkbox"/>
MM30	Have you had any problems with your child's sleeping? Never/ Very rarely/ Sometimes/ Frequently/ Constantly () () () () ()	<input type="checkbox"/>
MM31	Have you had any problems with managing your child? Never/ Very rarely/ Sometimes/ Frequently/ Constantly () () () () ()	<input type="checkbox"/>
	<u>Marital Relationship</u>	
MM32	Has the child imposed any strains on your relationship with your husband? Never/ Very rarely/ Sometimes/ Frequently/ Constantly () () () () ()	<input type="checkbox"/>
MM33	Do you feel closer to your husband () Less Close () No different () since you had the baby?	<input type="checkbox"/>
MM34	Has having the baby given you financial worries? Never/ Very rarely/ Sometimes/ Frequently/ Constantly () () () () ()	<input type="checkbox"/>
	<u>Child Care Arrangements</u> - for working mothers	
MM35	Who looks after your child while you work? N/A (), Relative (), Paid neighbour () Paid childminder (), Nursery () Other ().....	<input type="checkbox"/>
MM36	Is the arrangement on a financial basis? N/A (), Yes (), No ()	<input type="checkbox"/>
MM37	How satisfied have you been with the arrangement? N/A/ Dissatisfied/ Not very/ Neutral/ Quite / Very satisfied satisfied satis () () () () () ()	<input type="checkbox"/>

Variable		Coding
MM38	Did you have any choice in making the arrangement? N/A () Yes () No ()	<input type="checkbox"/>
MM39	Were you able to inspect/or did you know the place? N/A (), Yes (), No ()	<input type="checkbox"/>
MM40	Were you able to introduce the child gradually to the arrangement? N/A (), Yes (), No ()	<input type="checkbox"/>
MM41	Are you able to tell the caretaker how you want your child looked after? N/A (), Yes (), No ()	<input type="checkbox"/>
MM42	How does the child get on there? N/A / Loves it/ Likes it/ Accepts/ Dislikes it/ Hates it () () () () () ()	<input type="checkbox"/>
MM43	How old was the child when the arrangement began? N/A (), <3mths (), 4-6mths (), 7-9mths () 10-12 mths (), 13-15 mths ()	<input type="checkbox"/>
MM44	Has the child had any other caretakers? N/A (), One (), Two (), More than two ()	<input type="checkbox"/>
MM45	Is the caretaker registered with the Local Authority? N/A (), Don't know (), No (), Yes ()	<input type="checkbox"/>
MM46	Does the caretaker look after any other children, including her own? N/A (), Don't know (), No (), Yes ()	<input type="checkbox"/>
MM47	How many children are there altogether? N/A () Code number ()	<input type="checkbox"/>
MM48	If you changed the caretaker, what was the reason? N/A (), Employment reasons (), Mother's dissatisfaction (), Child unhappy (), Caretaker's dissatisfaction () Other ()	<input type="checkbox"/>
MM49	What arrangement would you ideally like? N/A (), Same (), Relative (), Childminder () Nursery (), Other ()	<input type="checkbox"/>

Variable

Maternal Satisfaction

Coding

MM50

Are you satisfied with your current employment status?

Not working, would rather work ()

Not working, quite happy not working ()

Working, would rather not work ()

Working, quite happy working ()

MM51

Do you ever feel in your present situation that you
are missing out on anything by working/ not working?

Never / Very rarely/ Sometimes / Frequently/ Constantly

() () () () ()

MM52

Do you feel contented/satisfied with your life at
present?

Never/ Very rarely / Sometimes/ Frequently/ Constantly

() () () () ()

Summary Measures - Interviewer's Ratings

MM53

Congruence of employment status with attitudes/wishes

Congruent (), Incongruent ()

MM54

Work importance, based on MM07 - MM12

Not / Slight/ Some / Quite / Very

important import import import important

() () () () ()

MM55

Motherhood importance, based on MM14 - MM18

Not / Slight/ Some/ Quite / Very

important importance import import important

() () () () ()

MM56

Maternal Satisfaction

Very Dissatisfied/ Dissatisfied/ Doubtful/ Satisfied/ Very satisfied

POST EMPLOYMENT INTERVIEW SCHEDULE

CODING KEY

<u>Variable No</u>	<u>EMPLOYMENT HISTORY SINCE BIRTH</u>
MM01	No = 0, Yes = 1
MM02	Code Number
MM03	N/A = 0, Unskilled manual = 1, Skilled manual = 2, Non-manual = 3, Professional = 4
MM04	Code number
MM05	Not worked at all = 0, Have been working, not now working = 1, Currently working = 2, Temp. not working = 2, Intend to work soon = 4, Currently working but intend to stop = 5
MM06	N/A = 0, Child care difficulty = 1, Mother-related difficulty = 2, Marital difficulty = 3, Work related difficulty = 4, Other = 9
MM07	N/A = 00, Code combination
MM08	Code combination
MM09	Never = 1, Very rarely = 2, Sometimes = 3, Frequently = 4, Constantly = 5
MM10	Code combination
MM11	No importance = 1, Not very important = 2, Of some importance = 3, Quite important = 4, Very important = 5
MM12	No satisfaction = 1, Very little = 2, Some = 3, Quite a lot = 4, A great deal = 5
MM13	No = 0, Yes = 1
MM14	Code combination
MM15	Code combination

Variable No

MM16	Not at all = 1, Very little = 2, Somewhat = 3, Quite a lot = 4, Very much = 5
MM17	As 16
MM18	No = 0, Yes = 1, Not sure = 2
MM19	Very good = 1, Quite good = 2, Fair = 3, Poor = 4, Very poor = 5
MM20	None = 0, GP = 1, Hospital O/P = 2, Hospital I/P = 3
MM21	Never = 1, Very rarely = 2, Sometimes = 3, Frequently = 4, Constantly = 5
MM22	As 21
MM23	As 21
MM24	As 21
MM25	As 21
MM26	None = 0, GP = 1, Hospital O/P = 2, Hospital I/P = 3
MM27	As 21
MM28	No = 0, Yes = 1
MM29	As 21
MM30	As 21
MM31	As 21
MM32	As 21
MM33	Closer = 1, No different = 2, Less close = 3
MM34	As 21
MM35	N/A = 0, Relative = 1, Paid neighbour = 2, Paid childminder = 3, Nursery = 4, Other = 9
MM36	N/A = 0, No = 1, Yes = 2
MM37	N/A = 0, Very satisfied = 1, Quite satisfied = 2, Variable = 3, Not very satisfied = 4, Dissatisfied = 5

Variable No

MM38	N/A = 0, No = 1, Yes = 2
MM39	N/A = 0, No = 1, Yes = 2
MM40	N/A = 0, No = 1, Yes = 2
MM41	N/A = 0, No = 1, Yes = 2
MM42	N/A = 0, Loves it = 1, Likes = 2, Accepts = 3, Dislikes = 4, Hates = 5
MM43	N/A = 0, 13-15 mths = 1, 10-12 mths = 2, 7-9 mths = 3, 4-6 mths = 4, < 3 mths = 5
MM44	N/A = 0, One = 1, Two = 2, > 2 = 3
MM45	N/A = 0, Yes = 1, Don't know = 2, No = 3
MM46	N/A = 0, No = 1, Yes = 2
MM47	N/A = 0 Code number
MM48	N/A = 0, Employment ceased = 1, Mother's dissatisfaction = 1, Caretaking dissatisfaction = 2, Child's dissatisfaction = 3, Other = 9
MM49	N/A = 0, Same = 1, Relative = 2, Childminder = 3, Nursery = 4, Other = 9
MM50	Not working, would rather work = 1, Not working, quite happy = 2, Working, rather not = 3, Working, quite happy = 4
MM51	Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4, Always = 5
MM52	As 51

<u>Variable No</u>	<u>COMPUTE</u>
MM53	Congruence Congruent = 1, Incongruent = 2
MM54	Unimportant = 1, Not very important = 2, Of some importance = 3, Quite important = 4, Very important = 5
MM55	As 54
MM56	Very dissatisfied = 1, Dissatisfied = 2, Neutral = 3, Quite satisfied = 4, Very satisfied = 5

I	Socio-Emotional Development Questionnaire
II	Socio-Emotional Development Questionnaire Scoring Key

Name.....
Code.....

SOCIO-EMOTIONAL DEVELOPMENT

Social Experience:

Could you tell me about your child's social life?
Does he/she see many other children during the week?.....
.....
.....
Does he go to a toddler group, or playgroup? If so, how often?
.....
.....
Do you have visits with friends with small children?.....
.....
.....
Does your child regularly see many adult relatives?.....
.....
.....
Does he have any other regular social outings or activities?.....
.....
.....

RATING of social experience

- ☐1 - Very few social contacts, very little contact with peers, less than one regular contact per week
- ☐2 - Some social contacts, including peers, at least 1 or 2 per week
- ☐3 - Very full, active social life with many social contacts, including peers, at least 3 per week

(1) Sociability and Social Skills

- 1 Likes to visit friends, relatives
- 2 Likes other children
- 3 Vocalizes to familiar adults and children
- 4 Readily approaches other children
- 5 Is tolerant of other children's approaches
- 6 Likes outings to shops, park etc
- 7 Vocalizes to shop-keepers, friendly stranger
- 8 Will play with toys if other children are present
- 9 Prefers to stay at home rather than go out
- 10 Ignores other children
- 11 Backs away from approaches by other children
- 12 Will not play with toys if other children are present
- 13 Prefers to watch other children play than to join in
- 14 Clings to mother when visitors come
- 15 Is very quiet, shy with unfamiliar adults
- 16 Is aggressive towards to other children

(2) Emotionality

(1) Emotional Expression

- 17 Smiles a lot when playing with familiar person
- 18 Laughs a lot when playing with familiar person
- 19 Likes being cuddled
- 20 Pats/kisses familiar person
- 21 Vocalizes a lot to familiar person
- 22 Shows pleasure when happy, surprised
- 23 Grizzles or whines a lot

Usually	Sometimes	Never	N/A

	Usually	Sometimes	Never	N/A
24 Cries only when hurt, hungry, tired				
25 Becomes angry when opposed				
26 Has temper tantrums				
27 Is jealous of attention to other children				
28 Sucks dummy or thumb				
29 Clutches blanket or toy for comfort				
30 Hits or kicks parents				
31 Sulks when opposed				
32 Is defiant				
33 Is destructive if angry				
34 Is spiteful to other children				
(ii) <u>Self-punitive, fearful or excessive behaviour</u>				
35 Bites nails/skin round fingertips				
36 Picks or scratches self				
37 Repeatedly bangs head on floor/furniture				
38 Rocks backwards/forwards for long periods				
39 Wakes at night for no apparent reason, dreams				
40 Is afraid of the dark				
41 Is afraid of unfamiliar places				
42 Is afraid of certain objects				
43 Is afraid of small cats, dogs				
44 Shows other fears, worries				
45 Cannot be comforted when upset				
46 Cannot be coaxed out of tantrums				
(iii) <u>Empathy</u>				
47 Shows concern when mother is hurt or upset				
48 Shows concern when another child, or one on T.V. is hurt or upset				
49 Shows concern when a toy or object is broken				

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

Usually	Sometimes	Never	N/A

	Usually	SOME- times	Never	N/A
(iii) <u>Tolerance of departures from normal routines</u>				
68 Accepts new foods readily				
69 Eats happily in unfamiliar surroundings				
70 Eats happily with unfamiliar person				
71 Can be put to bed by familiar person other than parent				
72 Sleeps readily in unfamiliar surroundings				
73 Can be changed/toiletted by person other than parent				
74 Can be bathed/dressed by person other than parent				
75 Does not eat properly if normal routine is disturbed				
76 Does not sleep properly if normal routine is disturbed				
77 Becomes distressed when visiting Doctor or Clinic				
(iv) <u>Independence/Tolerance of daily routines</u>				
78 Likes to feed self				
79 Goes to bed without protest				
80 Sleeps all night without waking				
81 Uses toilet or potty				
82 Indicates need for toilet/potty, even if too late				
83 Indicates when wet or soiled				
84 Enjoys bath time				
85 Cooperates with hair-washing				
86 Enjoys routine outings e.g. shopping				
87 Will 'explore' in parks, shops, if mother near				
88 Seeks mother's help if something is too difficult				
89 Plays happily alone when mother is busy				

'Areas of Difficulty'

Do you feel you have any problems or areas of difficulty with your child?
Elicit frequency of occurrence, mother's perception of severity of problem,
details of any advice sought, e.g. Clinic, G.P., Health Visitor, Friends

Probes: Any difficulties with eating

sleeping

toilet training

Behaviour

Management

Worries about health or development

Any other worries or difficulties, anything
mother does not like, finds difficult, or
gets on her 'nerves'

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Summary

Social Experience	<input type="checkbox"/>	Sociability	<input type="checkbox"/>
Emotionality	<input type="checkbox"/>	Emotional Security	<input type="checkbox"/>
Areas of Difficulty	<input type="checkbox"/>		

SCORING OF THE SOCIO-EMOTIONAL DEVELOPMENT QUESTIONNAIRE

The questionnaire comprises five parts:-

- 1 Social experience
- 2 Sociability
- 3 Emotionality
- 4 Emotional security
- 5 Areas of difficulty

1 Social Experience: Scoring of this section is based on the mother's account of the number of social activities and contacts encountered by the child during a normal week.

1 = Very few social contacts, very little contact with peers, less than one regular contact per week.

2 = Some social contacts, including peers, at least 1 or 2 per week.

3 = Very full, active social life with many social contacts, including peers, at least 3 per week.

2-5 Sociability, Emotionality, Emotional Security: Scoring of these sections is based on the mother's responses to a series of 89 specific questions about the frequency of the child's behaviour in a given situation. For positive items scoring is:-

- 0 = Not applicable, situations not encountered
- 1 = Never
- 2 = Sometimes
- 3 = Usually

For negative items scoring is:-

- 0 = Not applicable, situations not encountered
- 1 = Usually
- 2 = Sometimes
- 3 = Never

Positive Items

1 - 8
17 - 25
47 - 49
50 - 55
59 - 62
68 - 74
78 - 89

Negative Items

9 - 16
26 - 34
35 - 46
56 - 58
63 - 67
75 - 77

For each sub-scale, scores are summated, then divided by the number of responses, and then multiplied by 100. Scores for the summary scales are obtained in the same manner.

For sociability, positive items indicate a positive attitude to social encounters and a high score indicates that a child is very sociable and socially skilled. Negative items indicate a negative attitude to social encounters, and a low score indicates that a child is not very sociable and not very socially skilled.

For emotionality, positive items indicate the expression of a range of emotions in differing situations. Negative items indicate a small range of emotional expression and/or a number of self-punitive, fearful or excessive behaviours. A high score indicates a range of emotional expressions with few or infrequent self-punitive, fearful or excessive behaviours. A low score indicates a small range of social behaviours and/or a number of self-punitive, fearful or excessive behaviours.

For emotional security, positive items indicate little or no fear of strangers, little or no upset at separation from mother, tolerance of departures from normal routines and independence. These are reflected in a high score. Negative items, and a low score, indicate some fear of strangers, some upset at separation from mother, an inability to tolerate departures from normal routines and a lack of independence. Thus a high score indicates the emotionally secure child, a low score the emotionally insecure child.

For 'Areas of Difficulty', coding is based on the mother's account of her perception of any 'areas of difficulty' with her child.

The coding indicates:-

- a) The area of difficulty
- b) The frequency of occurrence
- c) The mother's perception of the severity of the difficulty
- d) The level of advice sought

a) Area of difficulty

- 0 = N/A
- 1 = Eating difficulty
- 2 = Sleeping difficulty
- 3 = Toilet training difficulty
- 4 = Health difficulty
- 5 = Development difficulty
- 6 = Behavioural difficulty
- 7 = Management difficulty
- 9 = Other

b) Frequency of occurrence

- 0 = N/A
- 1 = Occasionally
- 2 = Frequently
- 3 = Constantly

c) Severity

- 0 = N/A
- 1 = Minor, of little importance/concern
- 2 = Moderate, of some concern to mother
- 3 = Major, of considerable concern to mother

d) Level of Advice

- 0 = N/A
- 1 = None
- 2 = Friends/relatives
- 3 = Clinic
- 4 = GP
- 5 = Referral on from GP
- 9 = Other

"COMMENTS ON INTERVIEW" QUESTIONNAIRE TO PILOT SAMPLE

It would be extremely useful to have your comments about the interview and questionnaires you have completed. As with the information given in the interview and questionnaires, your comments will be confidential, but will help the researcher to formulate the final version, which will, it is hoped, be totally acceptable to the ladies taking part.

1. Interview

- a) Length: Did you think the interview was too long?
- b) Did you find any questions offensive, embarrassing or difficult to answer? Please continue on separate sheet if required.
- c) Any other comments eg. Did you find the interview interesting/boring, was the interviewer friendly/unfriendly etc.

2. Questionnaires

- a) Length: Did you find any of the questionnaires too long? Please specify.
- b) Did you find any of the questions offensive, embarrassing or difficult to answer? Please specify.
- c) Any other comments:

MATERNAL ATTITUDE SCALE

The Maternal Attitude Scale (COHLER, WEISS & GRUNEBAUM, 1970) pays particular attention to the assessment of attitudes regarding reciprocity and encouragement of the child's sense of competence, and to the assessment of attitudes towards the issue of separation-individuation. Ten issue-scales are described in the Manual, as follows:-

Issue 1: Period of Initial Adaptation (0-2½ months)

Appropriateness of the mother's behaviour to the baby's state and the cues he gives of it; meshing of mothering activities with the baby's needs as reflected in the cues he gives.

Issue 2: Period of Reciprocal Exchange (2½-5 months)

Mother's ability to both stimulate and respond to stimulation; reciprocal active-passive alterations in the interchange interaction.

Issue 3: Period of Early Directed Infant Activity (5-9 months)

Degree to which infant is successful in opening up new areas of reciprocity with the mother; mother can respond to infant's initiative for social interchange on a reciprocal basis such as baby's demand for play.

- Issue 4: Period of Focalization on Mother (9-15 months)
Extent to which child will succeed in his demand that his mother alone fulfil his needs; does baby bind mother to him, can she limit his needs and preserve reciprocity.
- Issue 5: Period of Self-Assertion (12-18 months)
Extent to which child can establish self-assertion in interaction with mother and at what cost; negativism and initiative, and pull of forces between mother and child.
- Issue 6: Period of Destructive Action (18-24 months)
Extent to which child can carry out destructive aggression in his mother's presence and with what consequences; can mother modify the aggression while preserving the intent with which it was initiated.
- Issue 7: Period of Challenge to Mother (24-36 months)
Extent to which child can challenge mother's actions and limits and the point in the challenge at which the mother can take a stand; how much emotional expression will the mother allow when directed against her.
- Issue 8: Period of Widening Reciprocal Interchange (30-36 months)
Extent to which the child will initiate autonomous exploratory activities and the degree to which the mother will both reinforce and stimulate such activities.

Issue 9: Period of Consolidation of Body Image (through 42 months)

The degree to which the child plays with or asks questions about parts of his or her parent's bodies and the extent to which the mother either verbally or physically suppresses such body play and conversation.

Issue 10: Period of Early Sex Role Differentiation (through 42 months)

The extent to which the child is able to make and act upon culturally defined sex role and gender distinctions, and the degree to which the mother contributes to and supports such discriminations.

* Issues 8, 9 and 10 have been revised from Sander's formulations, but are believed to preserve the intent of these formulations.

Other Sub-Scales

11. Female Sexuality: Mother's feelings about her femininity as it relates to her capacity to bear children.
12. Childbirth: Mother's feelings about the childbirth process and the possibility that it will endanger her own life or lead to severe physical or emotional suffering.
13. Lie Scale: Eight items which provide an estimate of the subject's defensiveness in responding to the questionnaire.

The instrument consists of 233 Likert-type scale items to which subjects respond on a 6-point scale from (1) Strongly agree to (6) Strongly disagree. For the purposes of statistical analysis, the data are recoded so that a score of 4 represents items not answered, and positions 4, 5 and 6 are recoded to 5, 6 and 7. All items are written so that low scores (agreement) on an item or scale represents the most adaptive attitude and high scores represent the least adaptive attitude. In the case of items written in the reverse direction, the item direction is reversed prior to scoring of the instrument.

The instrument yields five second-order orthogonal or independent summary factors.

Factor I: Appropriate Control of the Child's Aggressive Impulses

This factor reflects the attitude that children's impulses can be channelled into socially appropriate behaviours, rather than inhibited completely.

Example: Item (98); A child should be punished for breaking his(her) own toys in a fit of anger.

Factor II: Encouragement vs Discouragement of Reciprocity

Reciprocity reflects the attitude that infants can communicate and seek social interaction with their mothers, and that mothers can understand and respond to the baby's initiation of a demand for reciprocity.

Example: Item (46); The six-month old baby can tell you exactly what he(she) wants if you watch and listen.

Factor III:

Appropriate vs Inappropriate Closeness

Attitudes involving appropriate closeness suggest that a mother does not view her baby as a narcissistic extension of the self and does not seek to attain gratifications through the baby that have been missing in her own life.

Example: Item (49); A mother is especially glad to let someone else hold her baby, but she is secretly pleased when the baby shows that it prefers her.

Factor IV:

Acceptance vs Denial of Emotional Complexity in Child-rearing

Acceptance involves a mother's recognition that motherhood is sometimes more work than pleasure and that mothers do not always know what is best for their children.

Example: Item (42); Babies are frequently so demanding that their mothers have no time for anything else.

Factor V:

Comfort vs Discomfort in Perceiving and Meeting the Baby's (Physical) Needs

Comfort implies that mothers feel that they can understand what their babies want and provide for those physical needs.

Example: Item (15); Mothers enjoy breast-feeding much more than bottle-feeding.

Scoring and Interpretation of Scores

The instrument is designed to be scored either by computer or by hand according to instructions in the Manual (1970). In the present study, scoring was done by hand as the computer program for scoring was available only from the United States. Women with adaptive attitudes will score low on Factors I and II, and high on Factors III, IV and V.

MATERNAL ATTITUDE SCALE

Name _____
No. _____

QUESTIONNAIRE FOR MOTHERS

The following statements represent matters of interest and concern to mothers. Not all mothers feel the same way about them. Read each statement carefully and circle the number at the left which most closely reflects YOUR degree of agreement or disagreement. Try to answer all statements without skipping items or looking back.

1	2	3	4	5	6
Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
agree	agree	agree	disagree	disagree	disagree

(Circle one)

- 1 2 3 4 5 6 (1) When the baby is born he (she) already has a personality of his (her) own.
- 1 2 3 4 5 6 (2) Holding and caressing a baby when he (she) cries is good for him (her).
- 1 2 3 4 5 6 (3) A newborn baby doesn't cry unless something is wrong.
- 1 2 3 4 5 6 (4) Ships, snails and puppy dog tails, that's what little boys are made of.
- 1 2 3 4 5 6 (5) Newborn babies are fragile and delicate and must be handled extremely carefully.
- 1 2 3 4 5 6 (6) A mother just naturally knows when to pick up a crying baby.
- 1 2 3 4 5 6 (7) It is worth a great deal of effort on the mother's part to provide surprises for her child.
- 1 2 3 4 5 6 (8) Taking care of a baby is much more work than pleasure.
- 1 2 3 4 5 6 (9) A mother doesn't really think of her baby as a person until it begins to smile and recognize people.
- 1 2 3 4 5 6 (10) Babies wish that their mothers would stop fussing over them too much.
- 1 2 3 4 5 6 (11) It is a terribly frustrating task to care for a newborn infant, because he (she) can't let you know what he (she) needs.
- 1 2 3 4 5 6 (12) It is upsetting to a mother when her infant leaves half the food in his (her) bottle.

12/

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | |
|-------------|---|
| 1 2 3 4 5 6 | (13) A mother's carelessness, even for a moment, can easily cause an infant to die. |
| 1 2 3 4 5 6 | (14) A neat, well-ordered home is one of the most important things a parent can provide a child in growing up. |
| 1 2 3 4 5 6 | (15) Mothers enjoy breast feeding much more than bottle feeding. |
| 1 2 3 4 5 6 | (16) A mother and her five month old child should be able to understand each other fairly well. |
| 1 2 3 4 5 6 | (17) Parents often over-estimate the importance of encouraging children's curiosity about the world around them. |
| 1 2 3 4 5 6 | (18) A child never gets angry with his (her) mother. |
| 1 2 3 4 5 6 | (19) A woman wants her mother nearby when she is giving birth. |
| 1 2 3 4 5 6 | (20) A three month old baby can't really tell you what he (she) is thinking by a smile. |
| 1 2 3 4 5 6 | (21) Infants should be kept on a regular feeding schedule and should be fed only at certain times. |
| 1 2 3 4 5 6 | (22) When a child cries, his (her) parents should comfort him (her). |
| 1 2 3 4 5 6 | (23) Mothers are better than fathers at raising girls. |
| 1 2 3 4 5 6 | (24) Infants under five months of age are not well able to occupy themselves, and they like frequent adult attention. |
| 1 2 3 4 5 6 | (25) Bodily changes in pregnancy make a woman feel very unattractive. |
| 1 2 3 4 5 6 | (26) If a baby seldom smiles or coos it's because his (her) mother doesn't play with him (her) enough. |
| 1 2 3 4 5 6 | (27) Babies are more difficult to take care of when they are very young than when they are older. |

✓

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | |
|-------------|--|
| 1 2 3 4 5 6 | (28) New mothers may feel a little uncomfortable the first time they wash their baby's genitals. |
| 1 2 3 4 5 6 | (29) The questions children ask often seem to be ridiculous. |
| 1 2 3 4 5 6 | (30) Babies prefer to be cared for by their mothers rather than by their fathers. |
| 1 2 3 4 5 6 | (31) One big trouble about having babies is that you can't do the things you liked to do before the baby was born. |
| 1 2 3 4 5 6 | (32) Too long feeding at the breast is apt to make the baby too dependent on the mother. |
| 1 2 3 4 5 6 | (33) Opinions of neighbors, relatives, and friends should be ignored in raising your own children. |
| 1 2 3 4 5 6 | (34) Nowadays a little girl should be allowed to do the same things her brother does. |
| 1 2 3 4 5 6 | (35) In deciding when the baby is really ready to give up the bottle, a mother's judgment should be more important than what the baby seems to want. |
| 1 2 3 4 5 6 | (36) The pleasure of one or both partners is the main reason for sexual intercourse. |
| 1 2 3 4 5 6 | (37) Mothers have no difficulties in bringing up children. |
| 1 2 3 4 5 6 | (38) Mothers don't like it when babies grab the spoon while being fed. |
| 1 2 3 4 5 6 | (39) Newborn babies are much more like each other than they are different from each other. |
| 1 2 3 4 5 6 | (40) It is foolish for a mother to lie awake at night worrying about whether or not her infant is breathing. |
| 1 2 3 4 5 6 | (41) A mother's milk can be bad for her infant. |

44-

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- 1 2 3 4 5 6 (42) Babies are frequently so demanding that their mothers have no time for anything else.
- 1 2 3 4 5 6 (43) The best person to help you be a mother is your own mother.
- 1 2 3 4 5 6 (44) Most of the time small babies don't even understand it when their mothers smile at them.
- 1 2 3 4 5 6 (45) Children should always be polite and courteous to their parents.
- 1 2 3 4 5 6 (46) The six-month-old baby can tell you exactly what he (she) wants if you watch and listen.
- 1 2 3 4 5 6 (47) Regardless of their age, babies sometimes seem to be lonely and unhappy.
- 1 2 3 4 5 6 (48) Pediatricians could be much more useful in helping mothers to bring up their children.
- 1 2 3 4 5 6 (49) A mother is especially glad to let someone else hold her baby, but she is secretly pleased when the baby shows that it prefers her.
- 1 2 3 4 5 6 (50) A seven-month-old baby should be picked up when he (she) cries.
- 1 2 3 4 5 6 (51) Preventing a child from sucking his (her) thumb when he (she) wants may be bad for the child.
- 1 2 3 4 5 6 (52) Its a healthy sign of growing up when a child can defy his (her) parents' commands.
- 1 2 3 4 5 6 (53) Naturally, a child is born with the feeling that his (her) faeces and urine are dirty and unpleasant.
- 1 2 3 4 5 6 (54) Feeding at the breast is more satisfying for a child than feeding from the bottle.
- 1 2 3 4 5 6 (55) Children are people, and their right to disagree with their parents should be respected.

✓5

1	2	3	4	5	6
Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
agree	agree	agree	disagree	disagree	disagree

(Circle one)

- 1 2 3 4 5 6 (56) If a mother plays very much with her seven-month-old baby he (she) will want her to be around all the time.
- 1 2 3 4 5 6 (57) A woman's body can never look quite the same once she has given birth to a child.
- 1 2 3 4 5 6 (58) If a young boy is to develop into the right kind of man, he should begin while he is still quite young to learn what men do.
- 1 2 3 4 5 6 (59) Doctors should pay a lot more attention to the mother's feelings during labor and childbirth than they do.
- 1 2 3 4 5 6 (60) Mothers would prefer that their little babies not squirm and wiggle so much.
- 1 2 3 4 5 6 (61) Sugar and spice and everything nice, that's what little girls are made of.
- 1 2 3 4 5 6 (62) A child should not be permitted to cry.
- 1 2 3 4 5 6 (63) If you want to know how good a mother any woman will, be find out how good her own mother was.
- 1 2 3 4 5 6 (64) Parents are never embarrassed by what their children say in public.
- 1 2 3 4 5 6 (65) Babies are only sad on a few occasions; mostly they giggle and seem happy.
- 1 2 3 4 5 6 (66) A mother gets physical pleasure out of holding, hugging, and kissing her child.
- 1 2 3 4 5 6 (67) A child must get his (her) anger out of his (her) system, even if his (her) mother happens to be the victim.
- 1 2 3 4 5 6 (68) It is better that babies do not use the cup until they themselves are ready to do so.
- 1 2 3 4 5 6 (69) It is perfectly all right for a three or four year old to take a bath or shower with his (her) parents.

76

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | | |
|-------------|------|---|
| 1 2 3 4 5 6 | (70) | Babies need love and attention, but not nearly as much as most mothers give them. |
| 1 2 3 4 5 6 | (71) | Fathers don't know so very much about small babies, so its better to leave things to the mother. |
| 1 2 3 4 5 6 | (72) | Even the best mother feels some disgust when cleaning up the mess in her infant's nappy. |
| 1 2 3 4 5 6 | (73) | Even though a seven-month-old baby can do some things for himself (herself) it is better for the mother to do them until she is sure. |
| 1 2 3 4 5 6 | (74) | Mothers have a special knack for raising boys. |
| 1 2 3 4 5 6 | (75) | Parents should ignore their child's crying when it is just for attention. |
| 1 2 3 4 5 6 | (76) | A mother should breast feed her baby only if she can. |
| 1 2 3 4 5 6 | (77) | It is often better for a mother to suffer than to frustrate her young child. |
| 1 2 3 4 5 6 | (78) | Sexual intercourse should be at the suggestion of the man. |
| 1 2 3 4 5 6 | (79) | Thumb sucking should be curbed by the use of medicine or gloves. |
| 1 2 3 4 5 6 | (80) | If a young girl is to develop into the right kind of woman, she should begin while she is still quite young to learn what women do. |
| 1 2 3 4 5 6 | (81) | A mother has to make great sacrifices for her child. |
| 1 2 3 4 5 6 | (82) | A one-year-old child doesn't really feel his (her) mother is "with him (her)" if she is doing something else at the same time. |
| 1 2 3 4 5 6 | (83) | A child should be weaned as early as possible, even though he (she) may protest somewhat. |

- | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------|------------------|----------------|-------------------|---------------------|-------------------|
| Strongly agree | Moderately agree | Slightly agree | Slightly disagree | Moderately disagree | Strongly disagree |
- (Circle one)
- 1 2 3 4 5 6 (84) Young children should be allowed to see other members of the household in the nude.
- 1 2 3 4 5 6 (85) Good mothers keep a tight hold on their child's expression of angry feelings.
- 1 2 3 4 5 6 (86) Children never lie to their mothers.
- 1 2 3 4 5 6 (87) A mother has more pride in herself than a childless woman.
- 1 2 3 4 5 6 (88) It is wrong to tell young children that the stork brought them.
- 1 2 3 4 5 6 (89) While it is well to take the baby's feelings into account, he (she) should learn to use the cup even if he (she) doesn't like it at first.
- 1 2 3 4 5 6 (90) Most ten-month-old babies are too young to enjoy being with other babies of the same age.
- 1 2 3 4 5 6 (91) Little boys and little girls are both mischievous, but a mother has to be more firm with her little boy than with her little girl.
- 1 2 3 4 5 6 (92) A one-year-old child enjoys playing games with his (her) parents but cannot be expected to begin them himself (herself).
- 1 2 3 4 5 6 (93) If parents are ready to go out for the evening and their year-old baby reacts by crying and screaming, it is best for them to cancel their plans.
- 1 2 3 4 5 6 (94) One of the worst things a mother can do is to insist that the child obey her every command.
- 1 2 3 4 5 6 (95) Little boys can be expected to cry just as much as little girls.
- 1 2 3 4 5 6 (96) A child is only as curious about the world as his (her) parents encourage him (her) to be.
- 1 2 3 4 5 6 (97) Mothers who are pregnant should volunteer information about sex to their children.

#8-

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

1 2 3 4 5 6	(98) A child should be punished for breaking his (her) own toys in a fit of anger.
1 2 3 4 5 6	(99) Most of the time a one-year-old hates to let his (her) mother out of his (her) sight.
1 2 3 4 5 6	(100) Children seem to ask questions about things which should not concern them.
1 2 3 4 5 6	(101) There is some kind of a bond between mothers and their young sons which fathers may even be a little jealous of.
1 2 3 4 5 6	(102) The more permissive a mother is, the better it is for her baby.
1 2 3 4 5 6	(103) Giving an eighteen-month old things which he (she) is allowed to break encourages destructive tendencies and makes for later problems.
1 2 3 4 5 6	(104) A woman needs her mother nearby when she is giving birth.
1 2 3 4 5 6	(105) It is never too early to start teaching a child to obey commands.
1 2 3 4 5 6	(106) Children cannot be expected to begin controlling their tempers before they are one year old.
1 2 3 4 5 6	(107) A child should be fed when he (she) is hungry.
1 2 3 4 5 6	(108) A typical one-year-old baby is likely to get upset when he (she) is left with a babysitter.
1 2 3 4 5 6	(109) Children should be more considerate of their mothers, since their mothers do so much for them.
1 2 3 4 5 6	(110) No matter what their parents request, children often shake their heads "no".
1 2 3 4 5 6	(111) Parents always tell the truth to their children.
1 2 3 4 5 6	(112) At the age of twelve to eighteen months a child should be put to bed at a fixed hour even if he (she) protests to show that he (she) is not sleepy.

-2✓

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | |
|-------------|---|
| 1 2 3 4 5 6 | (113) Mothers have a special knack for raising girls. |
| 1 2 3 4 5 6 | (114) A child should be permitted to say "I hate you" to his (her) parents. |
| 1 2 3 4 5 6 | (115) When an eighteen-month old begins to destroy things around the house, it is well to let him (her) express the same feelings with things he (she) is allowed to break. |
| 1 2 3 4 5 6 | (116) A fifteen-month-old child should decide for himself (herself) when he (she) is ready to begin using the toilet. |
| 1 2 3 4 5 6 | (117) Generally a one-year-old child should not feel frightened when he (she) sees new faces. |
| 1 2 3 4 5 6 | (118) "Spare the rod and spoil the child" is old-fashioned foolishness. |
| 1 2 3 4 5 6 | (119) Everything a mother does for a child is done with the child's best interests in mind. |
| 1 2 3 4 5 6 | (120) Little boys do not like their mothers to be tender and show fondness towards them as much as little girls do. |
| 1 2 3 4 5 6 | (121) Parents should encourage a child to use his (her) imagination, even if it leads to fantastic ideas. |
| 1 2 3 4 5 6 | (122) Parents cannot make children learn anything unless they want to. |
| 1 2 3 4 5 6 | (123) It is his mother's own fault if her son acts like a sissy and "hangs on her apron strings." |
| 1 2 3 4 5 6 | (124) A mother can easily understand how a child gets great pleasure out of taking things apart and knocking things down. |
| 1 2 3 4 5 6 | (125) A child enjoys exploring new things, but what is known and familiar to him (her) is much more important if he (she) is to feel secure. |

1	2	3	4	5	6
Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
agree	agree	agree	disagree	disagree	disagree

(Circle one)

- | | |
|-------------|---|
| 1 2 3 4 5 6 | (126) Babies act like they are the most important people in the household and are always demanding things. |
| 1 2 3 4 5 6 | (127) A mother needs to be clever in learning how to discourage her four year old from asking questions about sex until he (she) is old enough. |
| 1 2 3 4 5 6 | (128) The ability to be a good mother is mainly an innate or inborn quality. |
| 1 2 3 4 5 6 | (129) Children should be permitted to argue with their parents. |
| 1 2 3 4 5 6 | (130) Even though a three or four year old boy might like to play with dolls, he should be encouraged to do other things instead. |
| 1 2 3 4 5 6 | (131) A stubborn child should be taught early that his (her) parents' will is stronger than his (hers). |
| 1 2 3 4 5 6 | (132) It is reasonable for a mother to be disturbed when she sees a child playing with his or her genitals. |
| 1 2 3 4 5 6 | (133) Menstruation is an important reminder of a woman's femininity and her ability to bear children. |
| 1 2 3 4 5 6 | (134) Children should be encouraged to express their anger as well as their more pleasant feelings. |
| 1 2 3 4 5 6 | (135) Little boys are naturally tougher than little girls. |
| 1 2 3 4 5 6 | (136) Mothers never worry about what their children will turn into when they grow up. |
| 1 2 3 4 5 6 | (137) It is very hard to know where to stop once you allow a child of twenty-one months to get away with destructive behavior. |
| 1 2 3 4 5 6 | (138) Husbands could do a great deal more to be of help to their wives during the early months of motherhood. |
| 1 2 3 4 5 6 | (139) The earlier the child is put on the potty, the easier it is to train him (her). |

-11-

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | |
|-------------|--|
| 1 2 3 4 5 6 | (140) If you give a child an inch, he (she) will take a mile. |
| 1 2 3 4 5 6 | (141) Parents prefer quiet children to active ones. |
| 1 2 3 4 5 6 | (142) It is a good idea to dress a baby boy in blue and a baby girl in pink. |
| 1 2 3 4 5 6 | (143) A mother should take action the very first time her child disobeys her. |
| 1 2 3 4 5 6 | (144) Even when they are young, some little children seem to be too "sexy". |
| 1 2 3 4 5 6 | (145) Although she realizes that boys must be boys, it scares the living daylights out of a mother to think of what they might do. |
| 1 2 3 4 5 6 | (146) A child of two should not have temper tantrums. |
| 1 2 3 4 5 6 | (147) A child is never too young to have a pet. |
| 1 2 3 4 5 6 | (148) Feeling a baby kicking and moving inside you is a wonderful sign of new life. |
| 1 2 3 4 5 6 | (149) When a child doesn't like certain foods, his (her) mother should stop feeding them to him (her). |
| 1 2 3 4 5 6 | (150) Children should be permitted to play in sand and mud if they wish to. |
| 1 2 3 4 5 6 | (151) If three-year-olds have toys they can take apart, they are likely to think they can do the same with valuable things in the house. |
| 1 2 3 4 5 6 | (152) When you come right down to it, the main reason for sexual relations is bringing children into the world. |
| 1 2 3 4 5 6 | (153) It is embarrassing to a mother to have her child oppose her when friends or neighbors are present. |
| 1 2 3 4 5 6 | (154) Children should not be allowed to refuse parental requests and commands. |

417-

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | | |
|-------------|-------|--|
| 1 2 3 4 5 6 | (155) | Mothers should do everything they can to discourage their young sons from playing with dolls. |
| 1 2 3 4 5 6 | (156) | A two-year-old should be permitted to play with his (her) bowel movements. |
| 1 2 3 4 5 6 | (157) | Parents should be careful not to make any distinctions between what they expect of their little girls and their little boys. |
| 1 2 3 4 5 6 | (158) | It is unreasonable for parents to become very angry when their two-year-old repeatedly opens drawers and spills the contents on the floor. |
| 1 2 3 4 5 6 | (159) | During childbirth a mother's health is often seriously damaged. |
| 1 2 3 4 5 6 | (160) | A mother should never back down once she has told her child not to do something. |
| 1 2 3 4 5 6 | (161) | Mothers have every right to get angry at children who are always trying to find out if they mean what they say. |
| 1 2 3 4 5 6 | (162) | It is quite understandable that a woman should not want to have sexual relations while she is pregnant. |
| 1 2 3 4 5 6 | (163) | If a child makes occasional slips after he (she) has been toilet trained, his (her) slips should be ignored. |
| 1 2 3 4 5 6 | (164) | When a mother limits a child's expression of angry feelings, she does it for his (her) own good. |
| 1 2 3 4 5 6 | (165) | It is perfectly all right to allow children to touch their genitals. |
| 1 2 3 4 5 6 | (166) | Children should be raised so that everyone in the neighborhood feels they are good children. |
| 1 2 3 4 5 6 | (167) | A child should be permitted to express his (her) opinions freely. |
| 1 2 3 4 5 6 | (168) | Mothers never get angry with their children. |

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | |
|-------------|--|
| 1 2 3 4 5 6 | (169) Menstruation is rightly called "the curse". |
| 1 2 3 4 5 6 | (170) When a two-year-old refuses to do what his (her) parents ask, he (she) should not be allowed to get away with it. |
| 1 2 3 4 5 6 | (171) Boys should be taught to be independent at an earlier age than girls. |
| 1 2 3 4 5 6 | (172) The pain of childbirth is so great that a woman sometimes wonders if it's worthwhile. |
| 1 2 3 4 5 6 | (173) There is nothing to worry about if a two-year-old has temper tantrums. |
| 1 2 3 4 5 6 | (174) The child who shows his (her) anger frequently is badly brought up. |
| 1 2 3 4 5 6 | (175) Children of two-and-a-half should be made to eat their food for the sake of their health, even if they protest strongly. |
| 1 2 3 4 5 6 | (176) Hospitals send mothers home too soon after the child is born. |
| 1 2 3 4 5 6 | (177) A good child does not disobey his (her) mother's orders. |
| 1 2 3 4 5 6 | (178) A child should be permitted to talk about his (her) bowel movements and urination whenever he (she) wishes. |
| 1 2 3 4 5 6 | (179) Nowadays there is hardly any point in getting a little girl dressed up. |
| 1 2 3 4 5 6 | (180) Three-year-old children have a right to their own opinions and ought to express them even if their parents disagree. |
| 1 2 3 4 5 6 | (181) Being able to watch while she gives birth is one of the most thrilling experiences of a mother's life. |
| 1 2 3 4 5 6 | (182) It is unfair for a mother to expect different things from a little girl than she does from a little boy. |

-14-

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- | | | |
|-------------|-------|---|
| 1 2 3 4 5 6 | (183) | A mother has a right to feel angry when her child stands right in front of her and breaks his (her) own toys. |
| 1 2 3 4 5 6 | (184) | Once parents have decided on a rule, children should follow it without any back-talk. |
| 1 2 3 4 5 6 | (185) | By the time children are four, they are getting a little old for imaginary friends or make-believe games. |
| 1 2 3 4 5 6 | (186) | Husbands do not usually give their wives enough support or help during pregnancy. |
| 1 2 3 4 5 6 | (187) | It is important that boys learn to act like boys and girls learn to act like girls, but a mother does not need to be concerned about this when her children are only three years old. |
| 1 2 3 4 5 6 | (188) | When one thinks of how often she was told "no" as a child, it's easier to let children have their own ways. |
| 1 2 3 4 5 6 | (189) | A three-year-old should not be told how babies are made. |
| 1 2 3 4 5 6 | (190) | A woman wants to be able to call on her mother for help when she returns from the hospital with her newborn baby. |
| 1 2 3 4 5 6 | (191) | It is better for a three-year-old to be imaginative than realistic. |
| 1 2 3 4 5 6 | (192) | A child should be permitted in the bathroom even if one of his (her) parents is in there. |
| 1 2 3 4 5 6 | (193) | When a child accidentally breaks a valuable object, he (she) should not be punished. |
| 1 2 3 4 5 6 | (194) | A mother must be sure that her little girl is dressed to look like a girl. |
| 1 2 3 4 5 6 | (195) | It is only natural for a child of three years to be interested in the physical differences between men and women. |

1	2	3	4	5	6
Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
agree	agree	agree	disagree	disagree	disagree

(Circle one)

- 1 2 3 4 5 6 (196) Mothers never demand that their children will do as they are asked.
- 1 2 3 4 5 6 (197) Although a three year old boy may find it hard to ask, he needs as much tenderness as a girl of the same age.
- 1 2 3 4 5 6 (198) It is reasonable for a mother to worry when her daughter and her husband become very affectionate with each other.
- 1 2 3 4 5 6 (199) A child should obey and like it.
- 1 2 3 4 5 6 (200) It is better to take a child off bottle feeding late than early.
- 1 2 3 4 5 6 (201) A three or four year old boy is entitled to as much love as a girl of the same age, but he may not need it as much.
- 1 2 3 4 5 6 (202) Often a child's anger toward his (her) mother is justified.
- 1 2 3 4 5 6 (203) A mother should resist the temptation to take her young children with her whenever she feels like it.
- 1 2 3 4 5 6 (204) A father should not bathe his four-year-old daughter.
- 1 2 3 4 5 6 (205) The child who is always quiet and peaceful is the best kind of child to have.
- 1 2 3 4 5 6 (206) A child under three is still too young to be curious about where babies come from.
- 1 2 3 4 5 6 (207) If her three-year-old girls act like a tomboy and has little interest in girlish things, a mother should do something about it.
- 1 2 3 4 5 6 (208) Human conception should be accurately explained to children.
- 1 2 3 4 5 6 (209) Children take great delight in annoying parents by pushing the rules to the limit.

V-16-

- | 1 | 2 | 3 | 4 | 5 | 6 | |
|--------------|------------|--|----------|------------|----------|--|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly | |
| agree | agree | agree | disagree | disagree | disagree | |
| (circle one) | | | | | | |
| 1 2 3 4 5 6 | (210) | It is sometimes difficult for a mother to know whether or not her child is angry. | | | | |
| 1 2 3 4 5 6 | (211) | Mothers worry that young children who play with their genitals will be harmed by this play. | | | | |
| 1 2 3 4 5 6 | (212) | When three-year-olds want to help you with what you're doing, you should encourage them because that's how they learn. | | | | |
| 1 2 3 4 5 6 | (213) | When children disobey their mother, it is probably because too much is being asked of them. | | | | |
| 1 2 3 4 5 6 | (214) | Little boys can be expected to cry just as much as little girls. | | | | |
| 1 2 3 4 5 6 | (215) | If a mother changes her mind after telling her child to do something, she need not feel guilty about backing down. | | | | |
| 1 2 3 4 5 6 | (216) | There are many things a three-year-old girl should not do that are all right for a boy. | | | | |
| 1 2 3 4 5 6 | (217) | Young children seem to ask far too many questions. | | | | |
| 1 2 3 4 5 6 | (218) | Children are likely to get into something and break it if mothers don't keep their eyes on them every moment. | | | | |
| 1 2 3 4 5 6 | (219) | A child's curiosity about sex should be curbed if he (she) is to grow into a satisfactory adult. | | | | |
| 1 2 3 4 5 6 | (220) | Fathers are better than mothers at raising boys. | | | | |
| 1 2 3 4 5 6 | (221) | It is often easier to let a child do what he (she) shouldn't than to say "no". | | | | |
| 1 2 3 4 5 6 | (222) | A woman never feels so good physically and mentally as she does when she is pregnant. | | | | |
| 1 2 3 4 5 6 | (223) | Even though a three-year-old girl may like to play with flashlights, tools, and bugs, she should be encouraged to do other things instead. | | | | |

✓

1	2	3	4	5	6
Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree

(Circle one)

- 1 2 3 4 5 6 (224) A child's objections often make more sense than his (her) mother's rules.
- 1 2 3 4 5 6 (225) When children are being destructive they are expressing anger at their mother.
- 1 2 3 4 5 6 (226) What you read in books about a boy being afraid of having his penis cut off is just nonsense.
- 1 2 3 4 5 6 (227) There are times in the lives of three-year-olds when they need to be with people other than their mothers.
- 1 2 3 4 5 6 (228) A woman's life is really not complete unless she has a child.
- 1 2 3 4 5 6 (229) No matter how hurried parents might be, they always take time to listen to their child's complaints and requests.
- 1 2 3 4 5 6 (230) The child of three who spends his (her) time playing happily at home is better off than the one who is always out with playmates.
- 1 2 3 4 5 6 (231) Its a waste of time teaching little boys of three how to act like men and teaching little girls of three how to act like women because they're still too young to learn.
- 1 2 3 4 5 6 (232) One of the sacrifices a mother must make is to let her young children have their own way even when she thinks they are wrong.
- 1 2 3 4 5 6 (233) By the time a boy is three or four years old he should be taught to be "a little man".

THE GENERAL HEALTH QUESTIONNAIRE (GHQ)

The General Health Questionnaire (GHQ) devised by GOLDBERG (1972, 1978) is used as a self-administered screening test for detecting diagnosable non-psychotic psychiatric disorder. It is concerned with two major features, firstly the inability to carry out one's normal healthy functions, and secondly, the appearance of new reactions of a distressing nature.

There are four forms of the Questionnaire, the Long Form (GHQ-60) comprising 60 questions; an intermediate form (GHQ-30) comprising 30 questions; a shorter form (GHQ-28), the version chosen for the present study, comprising 28 questions; and a short form (GHQ-20) comprising 20 questions. Items selected for inclusion had to be applicable to the entire population, and after the exclusion of personality traits, a principal components analysis was performed on 93 items.

Items ask respondents whether they have RECENTLY for example - "been feeling in need of a good tonic" or - "felt that life wasn't worth living", using a four-point scale ranging from "less than usual" to "much more than usual". GOLDBERG (1978) argues that by avoiding a bi-modal response scale, errors due to overall agreement set can be reduced, and that by having an even number of response categories the 'error of central tendency' is eliminated.

Method of Scoring: The 4-point scale may be treated either as a Likert scale with weights assigned to each position, or as a bi-modal response scale so that only pathological deviations from normal signal possession of the item.

Example: (from GOLDBERG, 1978)

Have you recently	Less so	No more	Rather more	Much more
been feeling sad	than usual	than usual	than usual	than usual
and gloomy?				

Likert Score	0	1	2	3
GHQ Score	0	0	1	1

The Scaled GHQ, (GHQ-28): The 28-item GHQ used in the present study was produced by varimax rotation from the 60-item version and accounts for 48% of the variance. Four scales are produced:-

- Scale A : Somatic Symptoms
- Scale B : Anxiety and Insomnia
- Scale C : Social Dysfunction
- Scale D : Severe Depression

Using the Likert-scoring method, an overall score of 20 is used for case identification; using the GHQ score a threshold of 4/5 is used for case identification. In the present study, the Likert method of scoring was used.

Subject No _____
Group Code _____
Name _____

GENERAL HEALTH QUESTIONNAIRE

Please read this carefully:

We should like to know if you have had any medical complaints, and how your health has been in general, over the past few weeks. Please answer ALL questions on the following pages simply by underlining the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those you had in the past.

It is important that you try and answer ALL the questions.

Thank you for your cooperation.

HAVE YOU RECENTLY:

1. BEEN FEELING PERFECTLY WELL AND IN GOOD HEALTH?

Better than
usual

Same as
usual

Worse than
usual

Much worse
than usual

2. BEEN FEELING IN NEED OF A GOOD TONIC?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

3. BEEN FEELING RUN DOWN AND OUT OF SORTS?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

4. FELT THAT YOU ARE ILL?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

5. BEEN GETTING ANY PAINS IN YOUR HEAD?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

6. BEEN GETTING A FEELING OF TIGHTNESS OR PRESSURE IN YOUR HEAD?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

7. BEEN HAVING HOT OR COLD SPELLS?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

8. LOST MUCH SLEEP OVER WORRY?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

9. HAD DIFFICULTY IN STAYING ASLEEP ONCE YOU ARE OFF?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

10. FELT CONSTANTLY UNDER STRAIN?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

11. BEEN GETTING EDGY AND BAD-TEMPERED?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

12. BEEN GETTING SCARED OR PANICKY FOR NO GOOD REASON?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

13. FOUND EVERYTHING GETTING ON TOP OF YOU?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

14. BEEN FEELING NERVOUS AND STRUNG-UP ALL THE TIME?

Not
at all

No more
than usual

Rather more
than usual

Much more
than usual

15. BEEN MANAGING TO KEEP YOURSELF BUSY AND OCCUPIED?
- | | | | |
|-----------------------|------------------|---------------------------|-------------------------|
| More so
than usual | Same
as usual | Rather less
than usual | Much less
than usual |
|-----------------------|------------------|---------------------------|-------------------------|
16. BEEN TAKING LONGER OVER THE THINGS YOU DO?
- | | | | |
|-----------------------|------------------|----------------------|---------------------------|
| Quicker
than usual | Same
as usual | Longer
than usual | Much longer
than usual |
|-----------------------|------------------|----------------------|---------------------------|
17. FELT ON THE WHOLE YOU WERE DOING THINGS WELL?
- | | | | |
|----------------------|-------------------|-------------------------|-------------------|
| Better
than usual | About
the same | Less well
than usual | Much
less well |
|----------------------|-------------------|-------------------------|-------------------|
18. BEEN SATISFIED WITH THE WAY YOU'VE CARRIED OUT YOUR TASK?
- | | | | |
|-------------------|------------------------|------------------------------|------------------------|
| More
satisfied | About same
as usual | Less Satisfied
than usual | Much less
satisfied |
|-------------------|------------------------|------------------------------|------------------------|
19. FELT THAT YOU ARE PLAYING A USEFUL PART IN THINGS?
- | | | | |
|-----------------------|------------------|---------------------------|---------------------|
| More so
than usual | Same
as usual | Less useful
than usual | Much less
useful |
|-----------------------|------------------|---------------------------|---------------------|
20. FELT CAPABLE OF MAKING DECISIONS ABOUT THINGS?
- | | | | |
|-----------------------|------------------|-----------------------|----------------------|
| More so
than usual | Same
as usual | Less so
than usual | Much less
capable |
|-----------------------|------------------|-----------------------|----------------------|
21. BEEN ABLE TO ENJOY YOUR NORMAL DAY-TO-DAY ACTIVITIES?
- | | | | |
|-----------------------|------------------|-----------------------|-------------------------|
| More so
than usual | Same
as usual | Less so
than usual | Much less
than usual |
|-----------------------|------------------|-----------------------|-------------------------|
22. BEEN THINKING OF YOURSELF AS A WORTHLESS PERSON?
- | | | | |
|---------------|-----------------------|---------------------------|-------------------------|
| Not
at all | No more
than usual | Rather more
than usual | Much more
than usual |
|---------------|-----------------------|---------------------------|-------------------------|
23. FELT THAT LIFE IS ENTIRELY HOPELESS?
- | | | | |
|---------------|-----------------------|---------------------------|-------------------------|
| Not
at all | No more
than usual | Rather more
than usual | Much more
than usual |
|---------------|-----------------------|---------------------------|-------------------------|
24. FELT THAT LIFE ISN'T WORTH LIVING?
- | | | | |
|---------------|-----------------------|---------------------------|-------------------------|
| Not
at all | No more
than usual | Rather more
than usual | Much more
than usual |
|---------------|-----------------------|---------------------------|-------------------------|
25. THOUGHT OF THE POSSIBILITY THAT YOU MIGHT MAKE AWAY WITH YOURSELF?
- | | | | |
|-------------------|---------------------|------------------------|--------------------|
| Definitely
not | I don't
think so | Has crossed
my mind | Definitely
have |
|-------------------|---------------------|------------------------|--------------------|
26. FOUND AT TIMES YOU COULDN'T DO ANYTHING BECAUSE YOUR NERVES WERE TOO BAD?
- | | | | |
|---------------|-----------------------|---------------------------|-------------------------|
| Not
at all | No more
than usual | Rather more
than usual | Much more
than usual |
|---------------|-----------------------|---------------------------|-------------------------|
27. FOUND YOURSELF WISHING YOU WERE DEAD AND AWAY FROM IT ALL?
- | | | | |
|---------------|-----------------------|---------------------------|-------------------------|
| Not
at all | No more
than usual | Rather more
than usual | Much more
than usual |
|---------------|-----------------------|---------------------------|-------------------------|
28. FOUND THAT THE IDEA OF TAKING YOUR OWN LIFE KEPT COMING INTO YOUR MIND?
- | | | | |
|-------------------|---------------------|------------------------|-------------------|
| Definitely
not | I don't
think so | Has crossed
my mind | Definitely
has |
|-------------------|---------------------|------------------------|-------------------|

EYSENCK PERSONALITY INVENTORY (EPI)

The Eysenck Personality Inventory was developed by EYSENCK and EYSENCK (1964) in order to provide certain psychometrically desirable improvements upon their earlier personality questionnaire, the Maudsley Personality Inventory (MPI, Eysenck, 1959). The MPI contained scales for the measurement of N (Neuroticism, or stability-instability) and E (extraversion-introversion) but the scales were slightly correlated. In the EPI the dimensions of E and N are completely independent; reliability is higher; an L ("Lie") scale measures dissimulation and two alternative forms (A and B) are available for repeated testing of the same population.

It is the contention of EYSENCK and EYSENCK that the factors E and N contribute more to a description of personality than any other two factors. These two factors, or dimensions, are related to the classical GALEN-KANT-WUNDT schema of the four temperaments.

A third factor P (Psychoticism), which is independent of E and N, completes the major dimensions of personality, as known at the present time. In a major review of factor-analytic studies, ROYCE (1972) suggests the existence of three factors which closely resemble the dimensions described by EYSENCK and EYSENCK. Alternative schemes, such as those developed by CATTELL or GUILFORD, also result in second-order factors closely resembling those postulated by EYSENCK (CATTELL AND SCHEIER, 1961, GUILFORD, 1967).

The Nature of E and N (from EYSENCK & EYSENCK, 1964)

A thumb-nail sketch of the "typical" introvert and extrovert is given below. EYSENCK suggests that these may be regarded as idealized extremes on a continuum to which real people may approach to a greater or lesser degree.

The "typical" Extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, acts on the spur of the moment, and is generally impulsive. He is fond of practical jokes, always has a ready answer, is carefree, easy-going, optimistic, likes change, and likes to laugh and be merry. He tends to be aggressive and lose his temper quickly, and altogether his feelings are not kept under strict control. He is not always a reliable person.

The "typical" introvert is quiet and retiring, introspective, fond of books rather than of people. He is reserved and distant, except to intimate friends. He prefers to plan ahead, rather than trusting the impulse of the moment. He does not like excitement, likes a well-ordered mode of life, seldom behaves in an aggressive manner and keeps his feelings under tight control. He is reliable, somewhat pessimistic, and places great value on ethical standards.

The "typical" high N scorer is described as being an anxious and worrying individual, moody and often depressed. He is likely to sleep badly, and to suffer from psychosomatic complaints. He is overly emotional, finding it difficult to settle down after an emotionally arousing experience. Such strong emotional reactions interfere with his proper adjustment, making him react in irrational, sometimes rigid ways.

When a high N scorer is also an extravert, he is likely to be touchy and restless, to become excitable and possibly aggressive. The stable individual, on the other hand tends to respond only slowly and generally weakly, and to return to baseline quickly after arousal. He is usually calm, even-tempered, controlled and unworried, whereas his high N counterpart is predominantly a "worrier", constantly preoccupied with thoughts of what might go wrong, with high levels of anxiety over such possibilities.

The "Lie"Scale This scale attempts to measure a tendency on the part of some subjects to "fake good", particularly under circumstances where such a tendency would seem appropriate. However, in addition to measuring dissimulation, the L scale also measures some stable personality factors which may denote some degree of social naivete, but about which little is known. EYSENCK suggests that under conditions of high motivation to dissimulate, as indicated by a relatively high correlation between N and L, the L scale may be used to screen out dissimulators, eg. the highest 5% of L scorers.



--	--	--	--	--	--	--	--	--	--

FORM B

	YES	NO
1. Do you like plenty of excitement and bustle around you?	<input type="radio"/>	<input type="radio"/>
2. Have you often got a restless feeling that you want something but do not know what?	<input type="radio"/>	<input type="radio"/>
3. Do you nearly always have a "ready answer" when people talk to you?	<input type="radio"/>	<input type="radio"/>
4. Do you sometimes feel happy, sometimes sad, without any real reason?	<input type="radio"/>	<input type="radio"/>
5. Do you usually stay in the background at parties and "get-togethers"?	<input type="radio"/>	<input type="radio"/>
6. As a child, did you always do as you were told immediately and without grumbling?	<input type="radio"/>	<input type="radio"/>
7. Do you sometimes sulk?	<input type="radio"/>	<input type="radio"/>
8. When you are drawn into a quarrel, do you prefer to "have it out" to being silent, hoping things will blow over?	<input type="radio"/>	<input type="radio"/>
9. Are you moody?	<input type="radio"/>	<input type="radio"/>
10. Do you like mixing with people?	<input type="radio"/>	<input type="radio"/>
11. Have you often lost sleep over your worries?	<input type="radio"/>	<input type="radio"/>
12. Do you sometimes get cross?	<input type="radio"/>	<input type="radio"/>
13. Would you call yourself happy-go-lucky?	<input type="radio"/>	<input type="radio"/>
14. Do you often make up your mind too late?	<input type="radio"/>	<input type="radio"/>
15. Do you like working alone?	<input type="radio"/>	<input type="radio"/>
16. Have you often felt listless and tired for no good reason?	<input type="radio"/>	<input type="radio"/>
17. Are you rather lively?	<input type="radio"/>	<input type="radio"/>
18. Do you sometimes laugh at a dirty joke?	<input type="radio"/>	<input type="radio"/>
19. Do you often feel "fed-up"?	<input type="radio"/>	<input type="radio"/>
20. Do you feel uncomfortable in anything but everyday clothes?	<input type="radio"/>	<input type="radio"/>
21. Does your mind often wander when you are trying to attend closely to something?	<input type="radio"/>	<input type="radio"/>
22. Can you put your thoughts into words quickly?	<input type="radio"/>	<input type="radio"/>
23. Are you often "lost in thought"?	<input type="radio"/>	<input type="radio"/>
24. Are you completely free from prejudices of any kind?	<input type="radio"/>	<input type="radio"/>
25. Do you like practical jokes?	<input type="radio"/>	<input type="radio"/>
26. Do you often think of your past?	<input type="radio"/>	<input type="radio"/>
27. Do you very much like good food?	<input type="radio"/>	<input type="radio"/>

	YES	NO
28. When you get annoyed, do you need someone friendly to talk to about it?	<input type="radio"/>	<input type="radio"/>
29. Do you mind selling things or asking people for money for some good cause?	<input type="radio"/>	<input type="radio"/>
30. Do you sometimes boast a little?	<input type="radio"/>	<input type="radio"/>
31. Are you touchy about some things?	<input type="radio"/>	<input type="radio"/>
32. Would you rather be at home on your own than go to a boring party?	<input type="radio"/>	<input type="radio"/>
33. Do you sometimes get so restless that you cannot sit long in a chair?	<input type="radio"/>	<input type="radio"/>
34. Do you like planning things carefully, well ahead of time?	<input type="radio"/>	<input type="radio"/>
35. Do you have dizzy turns?	<input type="radio"/>	<input type="radio"/>
36. Do you always answer a personal letter as soon as you can after you have read it?	<input type="radio"/>	<input type="radio"/>
37. Can you usually do things better by figuring them out alone than by talking to others about it?	<input type="radio"/>	<input type="radio"/>
38. Do you ever get short of breath without having done heavy work?	<input type="radio"/>	<input type="radio"/>
39. Are you an easy-going person, not generally bothered about having everything "just-so"?	<input type="radio"/>	<input type="radio"/>
40. Do you suffer from "nerves"?	<input type="radio"/>	<input type="radio"/>
41. Would you rather plan things than do things?	<input type="radio"/>	<input type="radio"/>
42. Do you sometimes put off until tomorrow what you ought to do today?	<input type="radio"/>	<input type="radio"/>
43. Do you get nervous in places like lifts, trains or tunnels?	<input type="radio"/>	<input type="radio"/>
44. When you make new friends, is it usually you who makes the first move, or does the inviting?	<input type="radio"/>	<input type="radio"/>
45. Do you get very bad headaches?	<input type="radio"/>	<input type="radio"/>
46. Do you generally feel that things will sort themselves out and come right in the end somehow?	<input type="radio"/>	<input type="radio"/>
47. Do you find it hard to fall asleep at bedtime?	<input type="radio"/>	<input type="radio"/>
48. Have you sometimes told lies in your life?	<input type="radio"/>	<input type="radio"/>
49. Do you sometimes say the first thing that comes into your head?	<input type="radio"/>	<input type="radio"/>
50. Do you worry too long after an embarrassing experience?	<input type="radio"/>	<input type="radio"/>
51. Do you usually keep "yourself to yourself" except with very close friends?	<input type="radio"/>	<input type="radio"/>
52. Do you often get into a jam because you do things without thinking?	<input type="radio"/>	<input type="radio"/>
53. Do you like cracking jokes and telling funny stories to your friends?	<input type="radio"/>	<input type="radio"/>
54. Would you rather win than lose a game?	<input type="radio"/>	<input type="radio"/>
55. Do you often feel self-conscious when you are with superiors?	<input type="radio"/>	<input type="radio"/>
56. When the odds are against you, do you still usually think it worth taking a chance?	<input type="radio"/>	<input type="radio"/>
57. Do you often get "butterflies in your tummy" before an important occasion?	<input type="radio"/>	<input type="radio"/>

PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED ALL THE QUESTIONS

THE IPAT ANXIETY SCALE QUESTIONNAIRE (ASQ)

The Anxiety Scale Questionnaire was developed by CATTELL & SCHEIER (1961) as a means of obtaining clinical anxiety information in a "rapid, objective and standard manner". The scale purports to give an accurate appraisal of free or 'floating' anxiety, facilitating screening operations where very little diagnostic or assessment time can be spent with each subject. The ASQ can be used not only for initial diagnosis but also in follow-up, being sensitive to change over time and conditions. It was derived from several thousand personality items investigated in the development of the 16PF Personality Questionnaire and comprises forty items with the highest anxiety components. Separate scores measuring covert (cryptic) and overt (manifest) anxiety may be derived from the test, the ratio for overt to covert anxiety proving predictive in a variety of situations (KRUG, SCHEIER & CATTELL, 1976). Distortion, or dissimulation, is minimized since acquiescent answers have been empirically established as an expression of anxiety (CATTELL & SCHEIER, 1961). Norm tables are available for males and females in the general adult population, for college student populations, and for teenage high school populations. For all populations norm tables are available both for raw scores and sten scores (standard scores with a 10-point range). Generally, a sten score of 4-7 indicates an average level of anxiety. Scores of 1-3 are typically found in unusually relaxed, secure, phlegmatic individuals. A score of 8 indicates a person whose anxiety level would be getting serious, while stens of 9 or 10 are found in only about 1 of 20 cases.

The anxious individual, apart from the fairly common indications of tension, worry, being highly strung and emotionally labile, reports greater restlessness, phobic reactivity and suspicion of the motives of others. He is unsure of himself and tends to be less satisfied with life than the less-anxious, better-adjusted individual.

The five primary trait components in the general anxiety pattern are labelled Apprehension, Tension, Low Self-control, Emotional Instability and Suspicion.

I P A T S C A L E

1. I find that my interests, in people and amusements, tend to change fairly rapidly ☐ True ☐ In between ☐ False
2. If people think poorly of me I can still go on quite serenely in my own mind ☐ True ☐ In between ☐ False
3. I like to wait till I am sure that what I am saying is correct, before I put forward an argument ☐ Yes ☐ In between ☐ No
4. I am inclined to let my actions get swayed by feelings of jealousy ☐ Sometimes ☐ Seldom ☐ Never
5. If I had my life to live over again I would:
(A) plan very differently, (B) want it the same ☐ A ☐ In between ☐ B
6. I admire my parents in all important matters ☐ Yes ☐ In between ☐ No
7. I find it hard to "take 'no' for an answer", even when I know what I ask is impossible ☐ True ☐ In between ☐ False
8. I doubt the honesty of people who are more friendly than I would naturally expect them to be ☐ True ☐ In between ☐ False
9. In demanding and enforcing obedience my parents (or guardians) were: (A) always very reasonable, (B) often unreasonable ☐ A ☐ In between ☐ B
10. I need my friends more than they seem to need me ☐ Rarely ☐ Sometimes ☐ Often
11. I feel sure that I could "pull myself together" to deal with an emergency ☐ Always ☐ Often ☐ Seldom
12. As a child I was afraid of the dark ☐ Often ☐ Sometimes ☐ Never
13. People sometimes tell me that I show my excitement in voice and manner too obviously ☐ Yes ☐ Uncertain ☐ No
14. If people take advantage of my friendliness I:
(A) soon forget and forgive, (B) resent it and hold it against them ☐ A ☐ In between ☐ B
15. I find myself upset rather than helped by the kind of personal criticism that many people make ☐ Often ☐ Occasionally ☐ Never
16. Often I get angry with people too quickly ☐ True ☐ In between ☐ False
17. I feel restless as if I want something but do not know what ☐ Very rarely ☐ Sometimes ☐ Often
18. I sometimes doubt whether people I am talking to are really interested in what I am saying ☐ True ☐ In between ☐ False
19. I have always been free from any vague feelings of ill-health, such as obscure pains, digestive upsets, awareness of heart action, etc ☐ True ☐ Uncertain ☐ False
20. In discussion with some people, I get so annoyed that I can hardly trust myself to speak ☐ Sometimes ☐ Rarely ☐ Never

CONTINUE ON NEXT PAGE.

A Score

	True	Uncertain	False
1. Through getting tense I use up more energy than most people in getting things done_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I make a point of not being absent-minded or forgetful of details_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. However difficult and unpleasant the obstacles, I always stick to my original intentions_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
4. I tend to get over-excited and "rattled" in upsetting situations_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
5. I occasionally have vivid dreams that disturb my sleep_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
6. I always have enough energy when faced with difficulties_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
7. I sometimes feel compelled to count things for no particular purpose_____	<input type="checkbox"/>	Uncertain <input type="checkbox"/>	False <input type="checkbox"/>
8. Most people are a little queer mentally, though they do not like to admit it_____	<input type="checkbox"/>	Uncertain <input type="checkbox"/>	False <input type="checkbox"/>
9. If I make an awkward social mistake I can soon forget it_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
10. I feel grouchy and just do not want to see people: (A) occasionally, (B) rather often_____	A <input type="checkbox"/>	In between <input type="checkbox"/>	B <input type="checkbox"/>
11. I am brought almost to tears by having things go wrong_____	Never <input type="checkbox"/>	Very rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>
12. In the midst of social groups I am nevertheless sometimes overcome by feelings of loneliness and worthlessness_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
13. I wake in the night and, through worry, have some difficulty in sleeping again_____	Often <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
14. My spirits generally stay high no matter how many troubles I meet_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
15. I sometimes get feelings of guilt or remorse over quite small matters_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
16. My nerves get on edge so that certain sounds, e.g., a screechy hinge, are unbearable and give me the shivers_____	Often <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Never <input type="checkbox"/>
17. If something badly upsets me I generally calm down again quite quickly_____	<input type="checkbox"/>	Uncertain <input type="checkbox"/>	False <input type="checkbox"/>
18. I tend to tremble or perspire when I think of a difficult task ahead_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
19. I usually fall asleep quickly, in a few minutes, when I go to bed_____	<input type="checkbox"/>	In between <input type="checkbox"/>	No <input type="checkbox"/>
20. I sometimes get in a state of tension or turmoil as I think over my recent concerns and interests_____	<input type="checkbox"/>	Uncertain <input type="checkbox"/>	False <input type="checkbox"/>

STOP HERE. BE SURE YOU HAVE ANSWERED EVERY QUESTION. B Score

SELF-ESTEEM SCALE

(ROSENBERG, 1965)

"Positive" responses indicate low self-esteem

Scale Item I was contrived from the combined responses to the three questions listed below. If a respondent answers 2 out of 3 or 3 out of 3 positively, he received a positive score for Scale Item I. If he answered 1 out of 3 or 0 out of 3 positively, he received a negative score for Scale Item I.

1. I feel that I'm a person of worth, at least on an equal plane with others.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

2. I feel that I have a number of good qualities.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

3. All in all, I am inclined to feel that I am a failure.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Scale Item II was contrived from the combined responses to two self-esteem questions. One out of 2 or 2 out of 2 positive responses were considered positive for Scale Item II.

4. I am able to do things as well as most other people.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

5. I feel I do not have much to be proud of.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Scale Item III

6. I take a positive attitude toward myself.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Scale Item IV

7. On the whole, I am satisfied with myself.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Scale Item V

8. I wish I could have more respect for myself.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Scale Item VI was contrived from the combined responses to two self-esteem questions. One out of 2 or 2 out of 2 positive responses were considered positive.

9. I certainly feel useless at times.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

10. At times I think I am no good at all.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Reproducibility and Scalability

Reproducibility: 93 %

Scalability (items): 73 %

Scalability (individuals): 72 %

PLEASE TICK THE ANSWER WHICH MOST NEARLY APPLIES TO HOW YOU FEEL

SELF-ESTEEM

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. I feel that I am a person of worth, at least on an equal basis with others				
2. I feel that I have a number of good qualities				
3. All in all, I am inclined to feel that I am a failure				
4. I am able to do things as well as most other people				
5. I feel I do not have much to be proud of				
6. I take a positive attitude towards myself				
7. On the whole, I am satisfied with myself				
8. I wish I could have more respect for myself				
9. I certainly feel useless at times				
10. At times I think I am no good at all				

Rosenberg Self-Esteem Inventory - Scoring Key

CODE total score

Item	Strongly agree	Agree	Disagree	Strongly disagree
1	0	1	2	3
2	0	1	2	3
3	3	2	1	0
4	0	1	2	3
5	3	2	1	0
6	0	1	2	3
7	0	1	2	3
8	3	2	1	0
9	3	2	1	0
10	3	2	1	0

DALRYMPLE SCORING KEY

Positive Items

4	
7	
8	A = +2
11	a = +1
13	? = 0
15	d = -1
17	D = -2
18	
19	
23	
24	

Negative Items

1	
2	
3	A = -2
5	a = -1
6	? = 0
9	d = +1
10	D = +2
12	
14	
16	
20	
21	
22	
25	

Dimensions

I	Effect of mothers working on children	1, 7, 12, 19, 21	(10)
II	Money Contribution of working wife	4, 5, 8, 15, 22	(10)
III	Home and relationships maintenance	2, 3, 6, 9, 11, 16	
		20, 23, 25	(18)
IV	Implications for society	10, 13, 14, 17, 18, 24	(12)

Total score for each Dimension, positive or negative

Overall score, positive or negative

ATTITUDE TOWARD A DUAL ROLE
FOR WOMEN

(Dalrymple et al, 1971)

Some people think girls should be trained to have a dual role - that is, they should be trained to be both a wage earner and a homemaker. Some people think girls should plan only to be homemakers.

We want to know what you think about this, and your answers on the following scale will tell us. There are no right or wrong answers - just opinions.

Directions: Read each of the statements below and then rate them as follows

A	a	?	d	D
Strongly	Mildly	Undecided	Mildly	Strongly
Agree	Agree		Disagree	Disagree

Indicate your opinion by circling the 'A' if you strongly agree, the 'a' if you mildly agree, the '?' if you are undecided, the 'd' if you mildly disagree, and the 'D' if you strongly disagree.

- A a ? d D 1. Working women won't be able to spend enough time with their children.
- A a ? d D 2. Working women won't be able to keep a proper and clean home.
- A a ? d D 3. Most family arguments would be solved if the wife would stay in her place at home.
- A a ? d D 4. Things today cost money. It is only reasonable for the wife to work to help get money for the family.
- A a ? d D 5. A woman should not work after she is married because the husband should support the family.
- A a ? d D 6. A wife who works cannot possibly give enough of herself to her family obligations.
- A a ? d D 7. I think a mother can fix her time so her children will not feel rejected if she works outside the home.
- A a ? d D 8. I think it is all right for a woman to work after she is married whether she needs the money or not.
- A a ? d D 9. It is not possible to combine full-time work with being a good wife and mother.
- A a ? d D 10. If too many married women work there won't be enough jobs for the single girls.

- A a ? d D 11. For many women, the satisfaction they get from having a job makes them better people to be around.
- A a ? d D 12. If wives work, their children will be more apt to be delinquent.
- A a ? d D 13. Girls need to be trained both as homemakers and wage earners.
- A a ? d D 14. It's all right to work at a job where all the workers are women but not to work where there are lots of men.
- A a ? d D 15. As women share the job of earning the family's money, the family will be able to do more things together for fun.
- A a ? d D 16. A woman shouldn't have a dual role. She should only be a housewife.
- A a ? d D 17. I think high school boys today should be taught to expect their future wives to work.
- A a ? d D 18. Our society needs the services which trained women have to offer.
- A a ? d D 19. Wives who work because they like to may have fewer problems with their children than those who stay home because they feel that they must.
- A a ? d D 20. If the wife works, families will be split apart.
- A a ? d D 21. Mothers who work are apt to be cross and unreasonable.
- A a ? d D 22. It is all right to work if the family needs the money badly, but not for luxuries like colour TV.
- A a ? d D 23. High school boys today should be taught to help with work around the house (or be willing to pay someone else to help) when their wives work.
- A a ? d D 24. Mrs Thatcher has said that we need more trained women workers. We had better get busy and train more girls to work.
- A a ? d D 25. Marriages may fail because the wife works.

BROUSSARD NEONATAL PERCEPTION INVENTORY

Broussard & Hartner, 1971

Although this is your first baby, you probaby have some ideas of what most little babies are like. Please tick the box you think best describes the AVERAGE baby.

	A great deal	A good bit	Moderate amount	Very little	None
How much crying do you think the average baby does?					
How much trouble do you think the average baby has in feeding					
How much spitting up or vomit- ing do you think the average baby does?					
How much difficulty do you think the average baby has in sleeping?					
How much difficulty does the average baby have with bowel movements?					
How much trouble do you think the average baby has in settling down to a predictable pattern of eating and sleeping?					

YOUR BABY

You have had a chance to live with your baby for about 2 months now.
Please tick the box you think best describes your baby.

A great deal	A good bit	Moderate amount	Very little	None
-----------------	---------------	--------------------	----------------	------

How much crying has your
baby done?

How much trouble has your
baby had feeding?

How much spitting up or
vomiting has your baby done?

How much difficulty has your
baby had in sleeping?

How much difficulty has your
baby had with bowel movements?

How much trouble has your baby
had in settling down to a
predictable pattern of eating
and sleeping?

INFANT TEMPERAMENT QUESTIONNAIRE(CAREY & McDEVITT, 1977)

The Infant Temperament Questionnaire (ITQ), devised by CAREY (1970) and revised by CAREY & McDEVITT (1977), is based on the nine categories of infant temperament made by THOMAS et al (1963), as described in Chapter 6, (Section 2.3) above. The purpose of the questionnaire is to identify infants aged four to eight months with difficult temperaments from maternal responses to a set of 95 items describing specific behaviours of the infant in certain situations, such as reactions to strangers or reactions to daily routines like feeding or changing. Items are rated on a 6-point scale ranging from "almost never" to "almost always" to indicate the frequency with which the mother considers that the behaviour is expressed by her infant. Roughly half the items are reversed such that in some cases "almost always" indicates a high category rating and in others a low one. Items are randomized as to category and content area, rather than being organised into groups of statements concerning the same area of behaviour.

In addition mothers are invited to write down additional comments and to describe the baby's temperament in their own words. Finally, mothers are asked to describe how the baby's temperament has been a problem and to give their opinion as to whether the baby's temperament is "about average", "more difficult than average" or "easier than average".

Six of the temperamental categories described by THOMAS et al (1963) are used to group the maternal responses so that infants can be classified into the diagnostic clusters of Difficult (arrhythmic, withdrawing, low adaptability, intense and negative); Easy (the opposite characteristics); Slow to warm up (inactive, low in approach and adaptability, mild and negative); and Intermediate (all others).

Usefulness of the ITQ

The authors of the questionnaire consider that it is a useful psychometric instrument with satisfactory reliability and consistency. However, they state that "the questionnaire is not sufficient by itself, as an indication of the quality of mother-infant interaction and must be supplemented by further interview with the mother". This statement reflects their opinion that what mothers may perceive as 'difficult' temperament may be high activity, or low soothability, or perhaps a mismatch between parental expectation and the actual temperament of the infant.

INFANT TEMPERAMENT QUESTIONNAIRE

(for 4 to 8 month old infants)

Office use only	
No	_____
Contact	_____
F/wkr	_____

revised, 1977, by William B. Carey, M.D. and Sean C. McDevitt, Ph.D.
Adapted, with permission, by B. Meldrum and E. C. Melhuish, T.C.R.U., London

Child's Name: _____ Age: _____ Sex: _____

	Day	Month	Year
Date of Rating:	_____	_____	_____
Date of Birth:	_____	_____	_____

The purpose of this questionnaire is to determine the general pattern of your infant's reactions to his/her environment.

The questionnaire consists of several pages of statements about your infant. Please circle the number indicating the frequency with which you think the statement is true for your infant. Although some of the statements seem to be similar, they are not the same and should be rated independently. If any item cannot be answered or does not apply to your infant, just draw a line through it. If your infant has changed with respect to any of the areas covered, use the response that best describes the recently established pattern. There are no good and bad, or right and wrong answers, only descriptions of what your infant does. When you have completed the questionnaire, which will take about 25 - 30 minutes, you may make any additional comments at the end.

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USING THE FOLLOWING SCALE, PLEASE CIRCLE THE NUMBER THAT INDICATES HOW OFTEN THE INFANT'S RECENT AND CURRENT BEHAVIOUR HAS BEEN LIKE THAT DESCRIBED BY EACH ITEM:

	1	2	3	4	5	6	
	Almost Never	Rarely	Variable: usually does not	Variable: usually does	Frequently	Almost always	
1	The infant eats about the same amount of solid food (within 1 oz) from day to day.				almost never	1 2 3 4 5 6	almost always
2	The infant is fussy on waking up and going to sleep (frowns, cries).				almost never	1 2 3 4 5 6	almost always
3	The infant plays with a toy for under a minute and then looks for another toy or activity.				almost never	1 2 3 4 5 6	almost always
4	The infant sits still while watching TV or other nearby activity.				almost never	1 2 3 4 5 6	almost always
5	The infant accepts right away any change in place or position of feeding or person giving it.				almost never	1 2 3 4 5 6	almost always
6	The infant accepts nail cutting without protest.				almost never	1 2 3 4 5 6	almost always
7	The infant's hunger cry can be stopped for over a minute by picking up, with a dummy, putting on bib, etc.				almost never	1 2 3 4 5 6	almost always
8	The infant plays continuously for more than 10 min. at a time with a favourite toy.				almost never	1 2 3 4 5 6	almost always
9	The infant accepts his/her bath any time of the day without resisting it.				almost never	1 2 3 4 5 6	almost always
10	The infant takes feedings quietly with mild expression of likes & dislikes.				almost never	1 2 3 4 5 6	almost always
11	The infant indicates discomfort (fusses or squirms) when nappy is dirty.				almost never	1 2 3 4 5 6	almost always
12	The infant lies quietly in the bath.				almost never	1 2 3 4 5 6	almost always
13	The infant wants and takes milk feedings at about the same times (within an hour) from day to day.				almost never	1 2 3 4 5 6	almost always
14	The infant is shy (turns away or clings to mother) on meeting another child for the first time.				almost never	1 2 3 4 5 6	almost always
15	The infant continues to fuss during nappy change in spite of efforts to distract him/her with game, toy or singing, etc.				almost never	1 2 3 4 5 6	almost always

	1	2	3	4	5	6							
	Almost never	Rarely	Variable usually does not	Variable usually does	Frequently	Almost always							
16	The infant amuses self for $\frac{1}{2}$ hour or more in cot or playpen (looking at mobile, playing with toy).				almost never	1	2	3	4	5	6	almost always	
17	The infant moves about much (kicks, grabs, squirms) during changing & dressing.				almost never	1	2	3	4	5	6	almost always	
18	The infant vigorously resists additional food or milk when full (spits out, clamps mouth shut, hits at spoon etc.)				almost never	1	2	3	4	5	6	almost always	
19	The infant resists changes in feeding schedule (1 hour or more) even after 2 tries.				almost never	1	2	3	4	5	6	almost always	
20	The infant's bowel movements come at different times from day to day (over one hour difference).				almost never	1	2	3	4	5	6	almost always	
21	The infant stops play and watches when someone walks by.				almost never	1	2	3	4	5	6	almost always	
22	The infant ignores voices or other ordinary sounds when playing with a favourite toy.				almost never	1	2	3	4	5	6	almost always	
23	The infant makes happy sounds (coos, smiles, laughs) when being changed or dressed.				almost never	1	2	3	4	5	6	almost always	
24	The infant accepts new foods right away, swallowing them promptly.				almost never	1	2	3	4	5	6	almost always	
25	The infant watches other children playing for under a minute and then looks elsewhere.				almost never	1	2	3	4	5	6	almost always	
26	The infant reacts mildly (just blinks or startles briefly) to bright light such as flash bulb or letting sunlight in by drawing the curtains.				almost never	1	2	3	4	5	6	almost always	
27	The infant is pleasant (smiles, laughs) when first arriving in unfamiliar places (friends' houses, shops).				almost never	1	2	3	4	5	6	almost always	
28	The infant gets sleepy at about the same time each evening (within $\frac{1}{2}$ an hour).				almost never	1	2	3	4	5	6	almost always	
29	The infant accepts regular procedures (hair brushing, face washing, etc.) at any time without protest.				almost never	1	2	3	4	5	6	almost always	
30	The infant sits still (little squirming) while travelling in car seat or pushchair.				almost never	1	2	3	4	5	6	almost always.	

	1	2	3	4	5	6							
	Almost never	Rarely	Variable: usually does not	Variable: usually does	Frequently	Almost always							
31	The infant's initial reaction to a new baby-sitter is rejection (crying, clinging to mother, etc.)				almost never	1	2	3	4	5	6	almost always	
32	The infant keeps at it for many minutes when working on a new skill (rolling over, picking up object, etc.)				almost never	1	2	3	4	5	6	almost always	
33	The infant moves much (squirms, bounces, kicks) while lying awake in the cot.				almost never	1	2	3	4	5	6	almost always	
34	The infant objects to being bathed in a different place or by a different person even after 2 or 3 tries.				almost never	1	2	3	4	5	6	almost always	
35	The amount of milk the infant takes at feeds is quite unpredictable (over 2 oz difference) from feed to feed.				almost never	1	2	3	4	5	6	almost always	
36	For the first few minutes in a new place or situation (new shop or home) the infant is fretful.				almost never	1	2	3	4	5	6	almost always	
37	The infant notices (looks carefully at) changes in the appearance or dress (hairdo, unfamiliar clothing) of the mother.				almost never	1	2	3	4	5	6	almost always	
38	The infant reacts strongly to foods, whether positively (smacks lips, laughs, squeals) or negatively (cries).				almost never	1	2	3	4	5	6	almost always	
39	The infant is pleasant (coos, smiles, etc.) during procedures like hair brushing or face washing.				almost never	1	2	3	4	5	6	almost always	
40	The infant continues to cry in spite of several minutes of soothing.				almost never	1	2	3	4	5	6	almost always	
41	The infant keeps trying to get a desired toy which is out of reach, for 2 minutes or more.				almost never	1	2	3	4	5	6	almost always	
42	The infant greets a new toy with a loud voice & much expression of feeling (whether positive or negative).				almost never	1	2	3	4	5	6	almost always	
43	The infant plays actively with parents - much movement of arms, legs, body.				almost never	1	2	3	4	5	6	almost always	
44	The infant watches another toy when offered even though already holding one.				almost never	1	2	3	4	5	6	almost always	

	1	2	3	4	5	6	
	Almost never	Rarely	Variable: usually does not	Variable: usually does	Frequently	Almost always	
45	The infant's initial reaction at home to approach by strangers is acceptance.				almost never	1 2 3 4 5 6	almost always
46	The infant wants daytime naps at differing times (over 1 hour difference) from day to day.				almost never	1 2 3 4 5 6	almost always
47	The infant continues eating solid foods without reacting to differences in taste or consistency.				almost never	1 2 3 4 5 6	almost always
48	The infant cries when left to play alone.				almost never	1 2 3 4 5 6	almost always
49	The infant adjusts within 10 min. to new surroundings (home, shops, playground).				almost never	1 2 3 4 5 6	almost always
50	The infant's daytime naps are about the same length from day to day (under one half hour difference).				almost never	1 2 3 4 5 6	almost always
51	The infant moves about much during feedings (squirms, kicks, grabs).				almost never	1 2 3 4 5 6	almost always
52	The infant reacts (stares or startles) to sudden changes in lighting (flash bulbs, turning on light).				almost never	1 2 3 4 5 6	almost always
53	The infant can be soothed by talking or games when sleepy.				almost never	1 2 3 4 5 6	almost always
54	The infant displays much feeling (vigorous laugh or cry) during changing or dressing.				almost never	1 2 3 4 5 6	almost always
55	The infant lies still when asleep and wakes up in the same place.				almost never	1 2 3 4 5 6	almost always
56	The infant adjusts easily and sleeps well within 1 or 2 days with changes of time or place.				almost never	1 2 3 4 5 6	almost always
57	The infant reacts to changes in temperature or type of milk or substitution of juice.				almost never	1 2 3 4 5 6	almost always
58	The infant watches television for more than five minutes at a time.				almost never	1 2 3 4 5 6	almost always
59	The infant can be calmed for a few minutes by being picked up, played with, T.V., if fussing about a dirty nappy.				almost never	1 2 3 4 5 6	almost always
60	The infant wants and takes solid food feeds at about the same time (within 1 hour) from day to day.				almost never	1 2 3 4 5 6	almost always

	1	2	3	4	5	6						
	Almost never	Rarely	Variable: usually does not	Variable: usually does	Frequently	Almost	always					
61	The infant is content (smiles, coos) during interruptions of milk or solid feeds.				almost never	1	2	3	4	5	6	almost always
62	The infant accepts within a few minutes a change in place of bath or person giving it.				almost never	1	2	3	4	5	6	almost always
63	The infant cries for less than 1 minute when given an injection.				almost never	1	2	3	4	5	6	almost always
64	The infant shows much bodily movement (kicks, waves arms) when crying.				almost never	1	2	3	4	5	6	almost always
65	The infant continues to react to a loud noise, (hammering, barking dog, etc.) heard several times in the same day.				almost never	1	2	3	4	5	6	almost always
66	The infant's initial reaction is withdrawal (turns head, spits out) when consistency, flavour, or temperature of solid foods is changed.				almost never	1	2	3	4	5	6	almost always
67	The infant's time of waking in the morning varies greatly (by 1 hour or more) from day to day.				almost never	1	2	3	4	5	6	almost always
68	The infant continues to reject disliked food or medicine in spite of parents' efforts to distract with games or tricks.				almost never	1	2	3	4	5	6	almost always
69	The infant reacts even to a gentle touch (startle, wriggle, laugh, cry).				almost never	1	2	3	4	5	6	almost always
70	The infant reacts strongly to strangers: laughing or crying.				almost never	1	2	3	4	5	6	almost always
71	The infant actively grasps or touches objects within his/her reach (hair, spoon, glasses etc.)				almost never	1	2	3	4	5	6	almost always
72	The infant will take any food offered without seeming to notice the difference.				almost never	1	2	3	4	5	6	almost always
73	The infant's period of greatest physical activity comes at same time of day.				almost never	1	2	3	4	5	6	almost always
74	The infant appears bothered (cries, squirms) when first put down in a different sleeping place.				almost never	1	2	3	4	5	6	almost always
75	The infant reacts mildly to meeting familiar people (quiet smiles or no response).				almost never	1	2	3	4	5	6	almost always
76	The infant is fussy or moody throughout a cold or a tummy upset.				almost never	1	2	3	4	5	6	almost always

	1	2	3	4	5	6	
	Almost never	Rarely	Variable: usually does not	Variable: usually does	Frequently	Almost always	
77	The infant wants an extra feed at a different time each day (over 1 hour difference).				almost never	1 2 3 4 5 6	almost always
78	The infant is still wary or frightened of strangers after 15 minutes.				almost never	1 2 3 4 5 6	almost always
79	The infant lies still and moves little while playing with toys.				almost never	1 2 3 4 5 6	almost always
80	The infant can be distracted from fussing or squirming during a procedure (nail cutting, hair brushing, etc) by a game, singing, TV, etc.				almost never	1 2 3 4 5 6	almost always
81	The infant remains pleasant or calm with minor injuries (bumps, pinches).				almost never	1 2 3 4 5 6	almost always
82	The infant's initial reaction to seeing doctor is acceptance (smiles, coos).				almost never	1 2 3 4 5 6	almost always
83	The infant reacts to a disliked food even if it is mixed with a preferred one.				almost never	1 2 3 4 5 6	almost always
84	The infant plays quietly and calmly with toys (little vocalisation or other noise).				almost never	1 2 3 4 5 6	almost always
85	The infant's fussy period occurs at about the same time of day (morning, afternoon or evening).				almost never	1 2 3 4 5 6	almost always
86	The infant lies still during procedures like hair brushing or nail cutting.				almost never	1 2 3 4 5 6	almost always
87	The infant stops sucking & looks up when he/she hears an unusual noise (telephone, door bell), when drinking milk.				almost never	1 2 3 4 5 6	almost always
88	The infant pays attention to game with parent, for only a minute or so.				almost never	1 2 3 4 5 6	almost always
89	The infant is calm in the bath. Like or dislike is mildly expressed (smiles or frowns)				almost never	1 2 3 4 5 6	almost always
90	The infant requires introduction of a new food on 3 or more occasions before he/she will accept (swallow) it.				almost never	1 2 3 4 5 6	almost always
91	The infant's first reaction to any new procedure (first haircut, new medicine, etc.) is objection.				almost never	1 2 3 4 5 6	almost always
92	The infant acts the same when the nappy is wet as when it is dry (no reaction).				almost never	1 2 3 4 5 6	almost always

1	2	3	4	5	6
Almost never	Rarely	Variable: usually does not	Variable: usually does	Frequently	Almost always

93	The infant is fussy or cries during the physical examination by the doctor	Almost never	1	2	3	4	5	6	Almost always
94	The infant accepts changes in solid food feeds (type, amount, timing) within 1 or 2 tries.	Almost never	1	2	3	4	5	6	almost always
95	The infant moves much and for several minutes or more when playing by self (kicking, waving arms and bouncing).	Almost never	1	2	3	4	5	6	almost always

Mother's Additional Comments

Mother's general impression of infant's temperament

- A. How would you describe your baby's temperament in your own words?
- B. In comparison with what you know of other babies of the same age, how would you rate your baby as to the following criteria? (Circle one)
- I. Activity level - the amount of physical activity during sleep, feeding, play, dressing, etc.
(1) high (2) medium (3) low
 - II. Regularity - of bodily functioning in sleep, hunger, bowel movements, etc.
(1) fairly regular (2) variable (3) fairly irregular
 - III. Adaptability to change in routine - the ease or difficulty with which initial response can be modified in socially desirable way.
(1) generally adaptable (2) variable (3) generally slow at adaptation
 - IV. Response to new situations - initial reaction to new stimuli, to food, people, places, toys, or procedures:
(1) approach (2) variable (3) withdrawal
 - V. Level of sensory threshold - the amount of external stimulation, such as sounds or changes in food or people, necessary to produce a response in the baby.
(1) high threshold (much stimulation needed) (2) medium
(3) low threshold (little stimulation)
 - VI. Intensity of response - the energy content of responses regardless of their quality.
(1) generally intense (2) variable (3) generally mild
 - VII. Positive or negative mood - amount of pleasant or unpleasant behavior throughout day.
(1) generally positive (2) variable (3) generally negative
 - VIII. Distractibility - the effectiveness of external stimuli (sounds, toys, people, etc.) in interfering with ongoing behavior.
(1) easily distractible (2) variable (3) non-distractible
 - IX. Persistence and attention span - duration of maintaining specific activities with or without external obstacles.
(1) persistent (2) variable (3) non-persistent
- C. How has the baby's temperament been a problem for you?
- D. In general, temperament of baby is:
(a) about average
(b) more difficult than average
(c) easier than average

INFANT TEMPERAMENT QUESTIONNAIRE - PROFILE SHEET

for 4 to 8 month old infants

Revised 1977 by William B. Carey, M.D., and Sean C. McDevitt, Ph.D.

Name of child _____ Date of rating _____

Age at rating: _____ months _____ days. Sex _____

Category score from Scoring Sheet:

Profile: Place mark in appropriate box below:

	Activity	Rhythm.	App/With	Adapt.	Intens.	Mood	Persist.	Distract.	Thresh
6	high	arryth.	withdr.	slowly adapt.	intense	negative	low per.	low dist	low
+1S.D	4.96	3.05	3.05	2.61	4.13	3.48	3.85	2.84	4.55
mean	4.40	2.36	2.27	2.02	3.42	2.81	3.03	2.23	3.79
-1S.D	3.83	1.68	1.50	1.42	2.71	2.13	2.20	1.63	3.04
1	low	very rhyth.	app.	very adapt.	mild	positive	high per	high distr.	high

Diagnostic clusters:

Easy		rhyth.	app.	adapt.	mild	positive			
Diff		arryth.	withdr.	slowly adapt.	intense	negative			
STWU	low		withdr.	slowly adapt.	mild	negative			

Definition of diagnostic clusters used for individual scoring:

Easy- Scores greater than mean in no more than two of difficult/ easy categories (rhythmicity, approach, adaptability, intensity, & mood) and neither greater than one standard deviation.

Difficult- 4 or 5 scores greater than mean in difficult/easy categories (rhythmicity, approach, adaptability, intensity, & mood). These must include intensity and two scores must be greater than 1 standard deviation

Slow-to-warm-up- as defined above, but, if either withdrawal or slow adaptability is greater than 1 standard deviation, activity may vary up to 4.68 and mood may vary down to 2.47.

Intermediate- all others. Intermediate high- 4 or 5 diff./ easy categories above mean with one > 1 standard deviation, or 2 or 3 above mean with 2 or > 1 standard deviation. Intermediate low- all other intermediates.

This child's diagnostic cluster _____ Date of scoring _____

Comments:

Scorer _____

[Rev. 1977]

SCORING SHEET

DATE OF RATING

AGE

NAME

ACTIVITY	HYPERMIGRITY		APPROACH		ADAPTABILITY		INTENSITY		MOOD		PERSISTENCE		DISTRACTIBILITY		THRESHOLD					
	low	high	high	low	high	low	high	low	high	high	low	high	low	high	high	low				
4	0	5	4	3	2	1	1	0	5	4	3	2	1	0	5	4	3	2	1	
5	0	5	4	3	2	1	2	0	5	4	3	2	1	1	0	5	4	3	2	
6	0	5	4	3	2	1	3	0	5	4	3	2	1	2	0	5	4	3	2	
7	0	5	4	3	2	1	4	0	5	4	3	2	1	3	0	5	4	3	2	
8	0	5	4	3	2	1	5	0	5	4	3	2	1	4	0	5	4	3	2	
9	0	5	4	3	2	1	6	0	5	4	3	2	1	5	0	5	4	3	2	
10	0	5	4	3	2	1	7	0	5	4	3	2	1	6	0	5	4	3	2	
11	0	5	4	3	2	1	8	0	5	4	3	2	1	7	0	5	4	3	2	
12	0	5	4	3	2	1	9	0	5	4	3	2	1	8	0	5	4	3	2	
13	0	5	4	3	2	1	10	0	5	4	3	2	1	9	0	5	4	3	2	
14	0	5	4	3	2	1	11	0	5	4	3	2	1	10	0	5	4	3	2	
15	0	5	4	3	2	1	12	0	5	4	3	2	1	11	0	5	4	3	2	
16	0	5	4	3	2	1	13	0	5	4	3	2	1	12	0	5	4	3	2	
17	1	2	3	4	5	6	20	1	2	3	4	5	6	24	0	5	4	3	2	1
18	1	2	3	4	5	6	28	0	5	4	3	2	1	22	0	5	4	3	2	1
19	1	2	3	4	5	6	35	1	2	3	4	5	6	36	1	2	3	4	5	6
20	0	5	4	3	2	1	35	1	2	3	4	5	6	37	1	2	3	4	5	6
21	1	2	3	4	5	6	38	1	2	3	4	5	6	40	1	2	3	4	5	6
22	1	2	3	4	5	6	40	1	2	3	4	5	6	42	1	2	3	4	5	6
23	1	2	3	4	5	6	42	1	2	3	4	5	6	44	1	2	3	4	5	6
24	1	2	3	4	5	6	45	0	5	4	3	2	1	46	1	2	3	4	5	6
25	1	2	3	4	5	6	46	1	2	3	4	5	6	48	1	2	3	4	5	6
26	0	5	4	3	2	1	50	0	5	4	3	2	1	52	0	5	4	3	2	1
27	1	2	3	4	5	6	60	0	5	4	3	2	1	62	1	2	3	4	5	6
28	1	2	3	4	5	6	62	0	5	4	3	2	1	64	1	2	3	4	5	6
29	1	2	3	4	5	6	67	1	2	3	4	5	6	70	1	2	3	4	5	6
30	1	2	3	4	5	6	70	1	2	3	4	5	6	74	1	2	3	4	5	6
31	1	2	3	4	5	6	74	1	2	3	4	5	6	76	1	2	3	4	5	6
32	0	5	4	3	2	1	76	1	2	3	4	5	6	78	0	5	4	3	2	1
33	0	5	4	3	2	1	78	1	2	3	4	5	6	80	0	5	4	3	2	1
34	0	5	4	3	2	1	80	1	2	3	4	5	6	82	0	5	4	3	2	1
35	1	2	3	4	5	6	91	1	2	3	4	5	6	92	0	5	4	3	2	1
36	1	2	3	4	5	6	92	1	2	3	4	5	6	94	1	2	3	4	5	6
37	1	2	3	4	5	6	94	1	2	3	4	5	6	96	1	2	3	4	5	6
38	1	2	3	4	5	6	96	1	2	3	4	5	6	98	1	2	3	4	5	6
39	1	2	3	4	5	6	98	1	2	3	4	5	6	100	1	2	3	4	5	6
40	1	2	3	4	5	6	100	1	2	3	4	5	6	102	1	2	3	4	5	6
41	1	2	3	4	5	6	102	1	2	3	4	5	6	104	1	2	3	4	5	6
42	1	2	3	4	5	6	104	1	2	3	4	5	6	106	1	2	3	4	5	6
43	1	2	3	4	5	6	106	1	2	3	4	5	6	108	1	2	3	4	5	6
44	1	2	3	4	5	6	108	1	2	3	4	5	6	110	1	2	3	4	5	6
45	1	2	3	4	5	6	110	1	2	3	4	5	6	112	1	2	3	4	5	6
46	1	2	3	4	5	6	112	1	2	3	4	5	6	114	1	2	3	4	5	6
47	1	2	3	4	5	6	114	1	2	3	4	5	6	116	1	2	3	4	5	6
48	1	2	3	4	5	6	116	1	2	3	4	5	6	118	1	2	3	4	5	6
49	1	2	3	4	5	6	118	1	2	3	4	5	6	120	1	2	3	4	5	6
50	1	2	3	4	5	6	120	1	2	3	4	5	6	122	1	2	3	4	5	6
51	1	2	3	4	5	6	122	1	2	3	4	5	6	124	1	2	3	4	5	6
52	1	2	3	4	5	6	124	1	2	3	4	5	6	126	1	2	3	4	5	6
53	0	5	4	3	2	1	126	1	2	3	4	5	6	128	0	5	4	3	2	1
54	1	2	3	4	5	6	128	1	2	3	4	5	6	130	1	2	3	4	5	6
55	0	5	4	3	2	1	130	1	2	3	4	5	6	132	0	5	4	3	2	1
56	1	2	3	4	5	6	132	1	2	3	4	5	6	134	1	2	3	4	5	6
57	1	2	3	4	5	6	134	1	2	3	4	5	6	136	1	2	3	4	5	6
58	1	2	3	4	5	6	136	1	2	3	4	5	6	138	1	2	3	4	5	6
59	1	2	3	4	5	6	138	1	2	3	4	5	6	140	1	2	3	4	5	6
60	1	2	3	4	5	6	140	1	2	3	4	5	6	142	1	2	3	4	5	6
61	1	2	3	4	5	6	142	1	2	3	4	5	6	144	1	2	3	4	5	6
62	0	5	4	3	2	1	144	1	2	3	4	5	6	146	0	5	4	3	2	1
63	1	2	3	4	5	6	146	1	2	3	4	5	6	148	1	2	3	4	5	6
64	1	2	3	4	5	6	148	1	2	3	4	5	6	150	1	2	3	4	5	6
65	1	2	3	4	5	6	150	1	2	3	4	5	6	152	1	2	3	4	5	6
66	1	2	3	4	5	6	152	1	2	3	4	5	6	154	1	2	3	4	5	6
67	1	2	3	4	5	6	154	1	2	3	4	5	6	156	1	2	3	4	5	6
68	1	2	3	4	5	6	156	1	2	3	4	5	6	158	1	2	3	4	5	6
69	1	2	3	4	5	6	158	1	2	3	4	5	6	160	1	2	3	4	5	6
70	0	5	4	3	2	1	160	1	2	3	4	5	6	162	0	5	4	3	2	1
71	1	2	3	4	5	6	162	1	2	3	4	5	6	164	1	2	3	4	5	6
72	1	2	3	4	5	6	164	1	2	3	4	5	6	166	1	2	3	4	5	6
73	1	2	3	4	5	6	166	1	2	3	4	5	6	168	1	2	3	4	5	6
74	1	2	3	4	5	6	168	1	2	3	4	5	6	170	1	2	3	4	5	6
75	1	2	3	4	5	6	170	1	2	3	4	5	6	172	1	2	3	4	5	6
76	1	2	3	4	5	6	172	1	2	3	4	5	6	174	1	2	3	4	5	6
77	1	2	3	4	5	6	174	1	2	3	4	5	6	176	1	2	3	4	5	6
78	0	5	4	3	2	1	176	1	2	3	4	5	6	178	0	5	4	3	2	1
79	0	5	4	3	2	1	178	1	2	3	4	5	6	180	0	5	4	3	2	1
80	0	5	4	3	2	1	180	1	2	3	4	5	6	182	0	5	4	3	2	1
81	1	2	3	4	5	6	182	1	2	3	4	5	6	184	1	2	3	4	5	6
82	1	2	3	4	5	6	184	1	2	3	4	5	6	186	1	2	3	4	5	6
83	1	2	3	4	5	6	186	1	2	3	4	5	6	188	1	2	3	4	5	6
84	1	2	3	4	5	6	188	1	2	3	4	5	6	190	1	2	3	4	5	6
85	1	2	3	4	5	6	190	1	2	3	4	5	6	192	1	2	3	4	5	6
86	1	2	3	4	5	6	192	1	2	3	4	5	6	194	1	2	3	4	5	6
87	1	2	3	4	5	6	194	1	2	3	4	5	6	196	1	2	3	4	5	6
88	1	2	3	4	5	6	196	1	2	3	4	5	6	198	1	2	3	4	5	6
89	1	2	3	4	5	6	198	1	2	3	4	5	6	200	1	2	3	4	5	6
90	1	2	3	4	5	6	200	1	2	3	4	5	6	202	1	2	3	4	5	6
91	1	2	3	4	5	6	202	1	2	3	4	5	6	204	1	2	3	4	5	6
92	1	2	3	4	5	6	204	1	2	3	4	5	6	206	1	2	3	4	5	6
93	1	2	3	4	5	6	206	1	2	3	4	5	6	208	1	2	3	4	5	6
94	1	2	3	4	5	6	208	1	2	3	4	5	6	210	1	2	3	4	5	6
95	1	2	3	4	5	6	210	1	2	3										

Instruction to scorer: 1) Check off above responses on questionnaire. 2) For category score add checks in 6 columns and multiply sums by factors indicated.

Resulting products are added and divided by number of items rated, producing category score. 3) Nine category scores are transferred to Profile Sheet.

LIFE EVENT CHECKLIST

CODING KEY

PART I

VARIABLES

INFANT DEVELOPMENT

LEC04	<u>NO OF NEW BEHAVIOURS</u>
LEC02	<u>PROBLEMS</u> (0) None, (1) Minor, (2) Major
	<u>SEVERITY</u> (0) None, (1) Minor, (2) Major
LEC03	<u>LEVEL OF ADVICE</u>
LEC04	(0) None, (1) Friends/Relatives, (2) Clinic, (3) GP, (4) Hospital O/P, (5) Hospital I/P, (9) Other

PART II

VARIABLES

INFANT HEALTH(LEC 5-7)

LEC05	<u>HEALTH PROBLEMS</u> (0) No, (1) Yes
LEC06	<u>SEVERITY</u> (0) None, (1) Minor (2) Major
LEC07	<u>ADVICE</u> (0) None, (1) Friends/relatives, (2) Clinic, (3) GP, (4) Hospital O/P, (5) Hospital I/P, (9) other

PART III

VARIABLES

INFANT BEHAVIOUR

LEC08	<u>BEHAVIOUR PROBLEMS</u> (0) No, (1) Yes
LEC09	<u>SEVERITY</u> (0) None, (1) Minor (2) Major
LEC10	<u>NO. OF INDICATORS</u>
LEC11	<u>ADVICE</u> (0) None, (1) Friends/relatives, (2) Clinic, (3) GP, (4) Hospital O/P, (5) Hospital I/P, (9) Other

PART IV

VARIABLES

MOTHER HEALTH

LEC12	<u>HEALTH PROBLEMS</u> (0) No (1) Yes
LEC 13	<u>SEVERITY</u> (0) None (1) Minor (2) Major
LEC 14	<u>ADVICE</u> (0) None, (1) Friends/relatives, (2) GP, (3) Hospital O/P, (4) Hospital I/P, (9) Other

PART V

VARIABLES

EMOTIONAL STATE

LEC15	<u>EMOTIONAL PROBLEMS</u> (0) No (1) Yes
LEC16	<u>NO. OF INDICATORS</u>
LEC17	<u>ADVICE</u> (0) None, (1) Friends/relatives, (2) Counsellor, (3) GP, (4) Hospital O/P, (5) Hospital I/P, (9) Other

PART VI

VARIABLES

MARITAL RELATIONSHIP

LEC18 MARITAL PROBLEMS (0) No (1) Yes

LEC19 NO. OF INDICATORS

LEC20 SEVERITY (0) None (1) Minor (2) Major

PART VII

VARIABLES

RELATIONSHIP DIFFICULTIES

LEC21 RELATIONSHIP PROBLEMS (0) No (1) Yes

LEC22 NO. OF INDICATORS

LEC23 SEVERITY (0) None (1) Minor (2) Major

PART VIII

VARIABLES

MAJOR CHANGES

LEC24 HUSBAND JOB CHANGE (0) None, (1) Prev employ now lost, (2) Prev unemploy now found, (3) Employed improved

LEC23 OWN EMPLOYMENT (0) No (1) Yes

LEC26 DATE COMMENCED

LEC27 HOURS PER DAY Code No

LEC28 DAYS PER WEEK Code No

LEC29 JOB CLASSIF (0) N/A, (1) Unskilled manual, (2) Skilled manual, (3) Non-manual, (4) Professional

LEC30 CARETAKER (0) N/A, (1) Relative own home, (2) Relative out home, (3) Paid childminder, (4) Non-relative own home, (5) Private nursery, (6) Council nursery, (9) Other

LEC31 STOP EMPLOY (0) No, (1) Yes

LEC32 REASON STOP (0) N/A, (1) Difficulties in caretaking, (2) Prefer not, (3) Health, (4) Baby unhappy, (9) Other

LEC33 MOVING (0) No, (1) Yes

LEC34 PREGNANT (0) No, (1) Yes

LEC35 STILL PREG (0) No, (1) Yes (9) N/A

LEC36 HAPPY PREG (0) No, (1) Yes (9) N/A

LEC37 TERMINATE (0) No, (1) Yes (0) N/A

LEC38 OTHER CHANGES (0) No, (1) Yes

LEC39 SEVERITY (0) N/A, (1) Minor, (2) Major

PART IX

VARIABLES

FAMILY CRISES

LEC40 BEREAVEMENT (0) No (1) Yes

LEC41 RELATIONSHIP (0) N/A, (1) Close, (2) Distant

LEC42 ACCIDENTS (0) N/A, (1) Self, (2) Husband, (3) Baby, (4) Friend/relative

LEC43 SEVERITY (0) N/A, (1) Minor, (2) Major

LEC44 BURGLARY (0) No, (1) Yes

LEC45 WITNESS (0) No, (1) Yes

LEC46 POLICE (0) No, (1) Yes

LEC47 COURT (0) No, (1) Yes

LEC48 OTHER CRISES (0) No, (1) Yes

LEC49 SEVERITY (0) N/A, (1) Minor, (2) Major

LEC50 TOTAL CRISES NUM

Subject.....
Code

Infant's Name.....
Age
Date

"L I F E E V E N T" C H E C K L I S T

Please indicate by a tick in the space provided any of the following important "life events" which have happened to you and/or your family within the past month.

Part I Infant Development

- 1. Infant has learned to roll over from front to back or from back to front for the first time ().
- 2. Infant has learned to sit unaided for the first time ().
- 3. Infant has learned to move forward by 'creeping' on stomach, 'shuffling' on bottom, crawling etc. ().
- 4. Infant has now learned to pull him/herself to a standing position using furniture, cot etc. ().
- 5. Infant has learned to stand unsupported for a few seconds ().
- 6. Infant can now walk a few steps with assistance ().
- 7. Infant can now walk a few steps without assistance ().
- 8. Infant has learned four new words ().
- 9. Any other 'new' behaviour
.....
.....
- 10. Have you had any worries or problems over your baby's development in the past month? YES/NO
If YES, please specify
.....
.....
If you sought advice, please indicate at what level:
None (), Friends/Relatives (), Clinic (), G.P. (),
Hospital out-patient (), Hospital in-patient ().
Other, please specify.....

Part II Infant Health

Apart from colds, teething or feeding difficulties, has your baby had any health problems in the past month? YES/NO

If YES, please specify.....
.....
.....

If you sought advice, please indicate at what level:

None (), Friends/Relatives (), Clinic (), G.P. (),
Hospital out-patient (), Hospital in-patient (),
Other, please specify.....

Part III Infant Behaviour

Have you had any worries or problems concerning your infant's behaviour in the past month? YES/NO

If YES, please specify.....
.....
.....

Have you noticed any: Staring spells (), temper tantrums (), Holding breath and turning blue (), banging head (), head rolling (), tics (), excessive crying (), sleeping problems (), excessive activity ().

If you sought advice, please indicate at what level:

None (), Friends/Relatives (), Clinic (), G.P. (),
Hospital out-patient (), Hospital in-patient (),
Other, please specify.....

Part IV Mother's Health

Have you had any health problems yourself in the past month? YES/NO

If YES, please specify.....
.....
.....

If you sought advice, please indicate at what level:

None (), Friends/Relatives (), G.P. (), Hospital out-patient (),
Hospital in-patient (), Other, please specify.....

3.

Part V Emotional State

Have you been troubled by any emotional problems in the past month,
depression (), crying bouts (), anxiety (), Tension (),
sleeping problems (), drinking problems (), drugs (),
Other, please specify.....

.....
If you sought advice, please indicate at what level:

None (), Friends/Relatives (), Counsellor (), G.P. (),
Hospital out-patient (), Hospital in-patient () Other,.....
.....

Part VI Marital Relationship

Have you had any difficulties in your marriage in the past month,
quarrelling (), fighting (), sexual difficulties (), jealousy (),
Please describe briefly.....
.....
.....

Part VII Other Relationships

Have you had any difficulties with other relationships in the past month?
- with friends (), in-laws (), relatives (), work-mates (),
neighbours (), Other.....
If YES, please describe briefly.....
.....
.....

Part VIII Major Changes

Please indicate if any of the following changes have occurred in your
life in the past month.

1. Has your husband changed his job? YES/NO

If YES, was he previously unemployed and has now found a job ()
was he previously employed but has now lost his job ()
was he previously employed and has improved his job ()

2. Have you taken up employment yourself? YES/NO

If YES, please state: Date of commencement.....
Hours per day
Days per week
Job description
.....
Who looks after baby.....
Where baby is looked
after

4.

3. Have you given up employment yourself? YES/NO
If YES, please give reason.....
.....
4. Have you, or are you, contemplating moving house? YES/NO
If YES, please give : Date of moving.....
New address.....
.....
.....
Telephone No.....
5. Have you become pregnant in the past month? YES/NO
If YES, are you still pregnant YES/NO
If YES, are you happy to be pregnant again YES/NO
If NO, are you contemplating a termination YES/NO
6. Have there been any other major changes in your life in the past month? YES/NO. If YES, please give brief details.....
.....
.....

Part IX Family Crises

Please indicate if any of the following crises have occurred in your life in the past month.

1. Bereavement: Have you suffered a bereavement? YES/NO
If YES, please indicate relationship.....
2. Accidents: Have there been any accidents to yourself (), husband (), baby (), friend/relative ()
If so, please give brief details.....
.....
.....
3. Burglary/ theft: Have you suffered a burglary/theft in the past month? YES/NO
4. Witness: Have you witnessed any disturbing events in the past month? YES/NO. If YES, please give brief details.....
.....
.....
5. Police: Have you or your partner been in any trouble with the police in the past month? YES/NO
6. Court: Have you or your partner had to make a Court appearance in the past month? YES/NO
7. Other: Have there been any other crises in your life in the past month? YES/NO. If YES, please give brief details.....
.....
.....

OBSERVER RATINGS FOR MOTHER AND INFANT

NOTES FOR ADMINISTRATION

(from BAKEMAN & BROWN, 1980)

The rating scales are meant to summarize the observer's overall impression of the mother and infant, based on her total experience throughout the visit. The following are comments on the rating scale items.

INFANT SCALE

1. This infant is very unattractive - very attractive. Common usage - use your own judgement.
2. This infant appears to be, in general, difficult to satisfy - easy to satisfy. How much work would it be to please the baby? Include hunger satisfaction, quieting after crying, etc.
3. The responsivity of this infant to the mother is very unresponsive - very responsive. This question is a broad, general category, includes feeding, non-feeding situations, response to mother's talking to infant, playing with infant, etc.
4. Is this infant unhappy-happy? This question deals with the mood of the infant over the observation period.

5. The responsivity of this infant to others, including the observer, is unresponsive - very responsive. Does the infant look at and pay attention to other persons in the room?
6. This infant gives off no cues - very many cues to the mother. Does this infant give off signals that the observer could respond to? If so, to what extent?
7. The infant activity level is very low - very high. Give your best estimation of the level of mother activity (movement) during the observation period.
8. Given that the infant is active, his motor movements are rigid - smooth and relaxed. This question has to do with the quality of movement - if the infant startled a great deal, rigidity would be indicated - tension would also be indicated in this question.
9. The responsivity of this infant to the environment (inanimate objects), in general is unresponsive - very responsive. Does the infant watch television, attend to lights, windows, etc?
10. Note any peculiarities in the infant's physical appearance. Do any such peculiarities exist? Use your own criteria for answering this question.

Subject.....

Infant's Name date
Group Session

INFANT RATING SCALE

(1) This infant is

1	2	3	4	5	6
very UNATTRACTIVE			very SWEET		

(2) This infant appears to be in general

1	2	3	4	5	6
DIFFICULT to satisfy			EASY to satisfy		

(3) The responsivity of this infant to the mother is

1	2	3	4	5	6
very UNRESPONSIVE			very RESPONSIVE		

(4) This infant is

1	2	3	4	5	6
UNHAPPY			HAPPY		

(5) The responsivity of this infant to others, including the observer is

1	2	3	4	5	6
UNRESPONSIVE			very RESPONSIVE		

(6) This infant gives off

1	2	3	4	5	6
NO CUES to the mother			very MANY CUES to the mother		

(7) This infant's activity level is

1	2	3	4	5	6
very LOW			very HIGH		

(8) Given that this infant is active, the activity is

1	2	3	4	5	6
RIGID			SMOOTH & RELAXED		

(9) The responsivity of this infant to the environment (inanimate objects),
in general, is

1	2	3	4	5	6
UNRESPONSIVE			Very RESPONSIVE		

(10) Note any peculiarities in the infant's physical appearance.
Do any peculiarities exist?

NO YES Explain:

(11) Does infant display any peculiar, idiosyncratic behaviour?

NO YES Explain:

MOTHER RATING SCALES

NOTES FOR ADMINISTRATION

(from BAKEMAN & BROWN, 1980)

1. Tenseness here refers to the mother's overall psychological comfort or lack thereof during the observation, as inferred from her behaviour. Does she appear nervous? If so, she may be tense. Does she laugh and/or talk to the observer and interact freely with her infant? If so, she may be relaxed. This is a broad question and should be reflective of your overall impression of the mother. A good guide can be the relative rigidity of posture and movement.
2. In the presence of infant behaviour, does the mother act quickly or slowly? The mother may not respond at all or she may react quickly, even frantically, to the activity of her infant. How long, for example, does it take for the mother to respond (react) to the infant when s/he coughs, grasps, cries, startles etc? What is the average or dominant latency of her response?
3. The mother who is interested in her infant, looks at him/her a great deal, does not attend to others to any extent and inspects her infant tactually and/or visually. She displays some reaction to the infant's motion, verbalisations, etc., either by visual focusing, some overt response, or facial expression. One would infer from her behaviour that she is concerned with the infant and her/his activity, responses, etc. She may be said to be involved with her infant.

4. Self-explanatory.
5. The tone reflects how negative, punitive, sharp or blunt the mother's speech is on the one hand; and how positive, flowery, affectionate and soothing on the other.
6. When the mother is in contact with her infant, her behaviour may resemble the behaviour of other mothers topographically; however, the quality of her interaction with and handling of her infant may vary. This dimension may be defined as the degree of decisiveness or assurance; or conversely, the degree of hesitance.

Are her movements vis-a-vis the infant performed with confidence - readily, smoothly and firmly? Are her actions performed with assurance, or are they awkward? How does the mother pick up or move her infant, burp her/him?

7. This is a broad question covering both feeding and non-feeding situations, and is an assessment of how the mother treats and responds to her infant in terms of the relevance or appropriateness of that response to the situation. Is her behaviour pertinent?

When the infant gags, does the mother place him on her shoulder to burp, sit him up, or attempt to insert the bottle? When the infant cries, does she fondle him, feed him, or stand him on his head? Does she expect the baby to talk to her and attempt to elicit such behaviour? etc.

8. For infant, close proximity to the mother's body is the critical variable. Holding the baby on the lap in any position is appropriate to the criteria of closeness, as opposed to keeping the infant in a feeding chair, on the bed etc. most of the time. How much of the time does she do this?
9. How affectionate is the mother? Does she smile a lot? Does she play with her infant, and engage in other "unnecessary" behaviour? Does she caress, fondle, pay close attention to and express pleasure in her infant in some visible way?
10. How comfortable was she? Hostile? Friendly? Talkative? Defensive? Combine the information you used to devise how tense she was and add the degree of awkwardness she displayed, mode of interaction with you and others, and any other cue you have. Explain your conclusion if you determined that she was uncomfortable, or extremely warm toward you. What specific behaviours did you perform that you felt contributed to her attitude?
11. Idiosyncratic/bizarre behaviour - indicate what sort of behaviour. Any other information about the mother that attracted your attention - external factors you felt were effective, cues you picked up from her appearance, etc., that were not adequately covered in the above questions should be noted on the CONTACT SHEET.

Subject

Mother's Name.....
Group.....

Date
Session

MOTHER RATING SCALE

(1) This mother appears

1	2	3	4	5	6
very TENSE					very RELAXED

(2) This mother responds to infant cues

1	2	3	4	5	6
very SLOWLY or NOT at all					very QUICKLY

(3) This mother seems

1	2	3	4	5	6
very UNINTERESTED in her infant					very INTERESTED in her infant

(4) Amount of talking to the infant

1	2	3	4	5	6
NONE					VERY MUCH

(5) Given that the mother talks to her infant, the tone of the mother's voice

1	2	3	4	5	6
ANGRY, HOSTILE					WARM, LOVING

(6) Quality of mother's handling of her infant

1	2	3	4	5	6
FEEBLE, HESITANT					FIRMLY, ASSURED

(7) Appropriateness of mother's behaviour

1	2	3	4	5	6
NEVER					ALWAYS

(8) In general, the mother holds infant close to her body.

1	2	3	4	5	6
NEVER					ALWAYS

(9) Amount of expressed positive emotion

1	2	3	4	5	6
NONE					VERY MUCH

(10) Did this mother feel uneasy about your presence in the home?

NO _____ YES _____ Explain how you inferred this decision:

(11) Did this mother exhibit any idiosyncratic behaviour?

NO _____ YES _____ If so, explain:

A P P E N D I X 1

A N N E X 18

I N F A N T B E H A V I O U R R E C O R D

4

SCALES OF INFANT DEVELOPMENT: INFANT BEHAVIOUR RECORD

Subject.....

Date tested.....

Date of birth.....

Age

Social Orientation

1. Responsiveness to persons(Circle one)

- 1 Behaviour towards persons is not different from behaviour towards objects
 - 2 Between 1 and 3
 - 3 Responds briefly to social approach but when not approached directly by persons does not attend to them
 - 4 Between 3 and 5
 - 5 Responds to social approach and persons present but less than half time
 - 6 between 5 and 7
 - 7 Responds to social approach and continues interest in persons present
 - 8 Between 7 and 9
 - 9 Behaviour seems to be continuously affected by awareness of persons present
-

Social Orientation

2. Responsiveness to examiner

- 1 Avoiding or withdrawn
 - 2 Hesitant
 - 3 Accepting
 - 4 Friendly
 - 5 Inviting (initiating, demanding)
-

Social Orientation

3. Responsiveness to mother

- 1 Avoiding or withdrawn
 - 2 Hesitant
 - 3 Accepting
 - 4 Friendly
 - 5 Inviting (initiating, demanding)
-

Cooperativeness

4. Cooperation with examiner

- 1 Resists all suggestions or requests
- 2 Does not cooperate
- 3 Refuses or resists one or two specific tests, or refuses to cooperate during part of the session, or refuses to attempt the more difficult items he is likely to fail
- 4 Between 3 and 5
- 5 Responds to or accepts the test materials /situation, neither cooperative nor resistant

2.

- 6 Between 5 and 7
 - 7 Seems to enjoy the give-and-take with the examiner in the test
 - 8 Between 7 and 9
 - 9 Very readily and enthusiastically enters into suggested games/tasks
-

Fearfulness

5 Reaction to the new or strange.g. strangers, strange surroundings, test materials

- 1 Accepts the entire situation with no evidence of fear, caution or inhibition of actions
 - 2 Between 1 and 3
 - 3 Some slight vigilance and restrained behaviour in the first minutes
 - 4 Between 3 and 5
 - 5 Behaviour is affected by the new and strange but just moderately and for approx. the first third of the testing period
 - 6 Between 5 and 7
 - 7 Shows evidence of being bothered by the strange situation or persons for much of the period
 - 8 Between 7 and 9
 - 9 Strong indication of fear of the strange, to the extent that he cannot be brought to play or respond to the tests.
-

TENSION:

6. Tenseness of the body.

- 1 Inert; may be flaccid most of the time
 - 2 Between 1 and 3
 - 3 Body has tone and is generally relaxed
 - 4 Has bounce
 - 5 Becomes tense at times although body has relaxed quality; subsequent quick return to supple, relaxed condition
 - 6 Between 5 and 7
 - 7 Body is tense more than half the time; may be stiff or tight in one or more areas; startles, quivers or trembles easily
 - 8 Between 7 and 9
 - 9 Body is predominantly taut or tense
-

GENERAL EMOTIONAL TONE :

7. Degree of happiness.

- 1 Child seems unhappy throughout the testing period
- 2 Between 1 and 3
- 3 At times rather unhappy but may respond happily to interesting tests
- 4 Between 3 and 5
- 5 Moderately happy or contented; may become upset but recovers fairly easily

3.

- 6 Between 5 and 7
 - 7 Generally appears to be in a happy state of well-being
 - 8 Between 7 and 9
 - 9 Radiates happiness; nothing is upsetting; animated
-

OBJECT ORIENTATION

- 8. Responsiveness to objects, toys or test materials
 - 1 Does not look at or in any way indicate interest in materials
 - 2 Between 1 and 3
 - 3 When given materials, glances at them but does not exploit them, holds them briefly
 - 4 Between 3 and 5
 - 5 Plays with materials when presented; discards or loses interest in each after a brief reaction
 - 6 Between 5 and 7
 - 7 Sustained interest in the test materials, in each new one in turn as presented
 - 8 Between 7 and 9
 - 9 Reluctantly relinquishes test materials
 - 9. Plays imaginatively with materials eg arranging them in new relationships or introducing them into play sequence
 - 1 Yes
 - 2 No
 - 10. Is there persistent attachment to any specific toy or to some object of his own?
 - 1 Yes
 - 2 No
-

GOAL DIRECTEDNESS

- 11. Persistence in goal-directed effort
 - 1 No evidence of directed effort
 - 2 Between 1 and 3
 - 3 Makes a few attempts but is easily distracted or does not show interest in carrying to completion
 - 4 Between 3 and 5
 - 5 Makes fairly persistent efforts towards a goal or repeated attempts to achieve a goal
 - 6 Between 5 and 7
 - 7 Persistent efforts to reach a goal or solve a problem
 - 8 Between 7 and 9
 - 9 Compulsive absorption with a task until it is solved
-

ATTENTION SPAN:

12. Tendency to persist in attending to any one object, person or activity aside from attaining a goal
 - 1 Fleeting attention span
 - 2 Between 1 and 3
 - 3 Attends to a toy, task or person, but is easily distracted
 - 4 Between 3 and 5
 - 5 Moderate attention to each new toy person or situation; soon ready for another
 - 6 Between 5 and 7
 - 7 Continues interest in persons, tasks or things for rather long periods
 - 8 Between 7 and 9
 - 9 Long-continued absorption in a toy, activity or person

ENDURANCE:

13. Behaviour constancy in adequacy of response to demands of the tests
 - 1 Tires easily; quickly regresses to lower levels of functioning
 - 2 Between 1 and 3
 - 3 Grows restless fairly soon and terminates the test situation
 - 4 Between 3 and 5
 - 5 Adequate tolerance for most of the test
 - 6 Between 5 and 7
 - 7 Holds up well throughout the testing period
 - 8 Between 7 and 9
 - 9 Continues to respond well and with interest, even during prolonged tests at difficult levels

ACTIVITY:

14. Amount of gross bodily movement
 - 1 Stays quietly in one place, with practically no self-initiated movement
 - 2 Between 1 and 3
 - 3 Usually quiet and inactive but responds appropriately in situations calling for some activity
 - 4 Between 4 and 5
 - 5 Moderate activity; enters into games with freedom of action
 - 6 Between 5 and 7
 - 7 In action during much of the period of observation
 - 8 Between 7 and 9
 - 9 Hyperactive; can not be quieted for sedentary tests

REACTIVITY:

15. The ease with which a child is stimulated to react in general; his SENSITIVITY or EXCITABILITY, may be positive or negative

5.

- 1 Unreactive; seems to pay little heed to what goes on around him;
responds to strong or repeated stimulation only
- 2 Between 1 and 3
- 3 Some tendency to be unreactive to the usual testing stimuli
- 4 Between 3 and 5
- 5 Moderately alert and responsive in reaction to test stimuli
- 6 Between 5 and 7
- 7 Quickly shows awareness of changes in test materials and situations
- 8 Between 7 and 9
- 9 Very reactive; every little thing seems to stir him up; he startles,
reacts quickly, seems keenly sensitive to things going on around him

SENSORY AREAS OF INTEREST DISPLAYED:

	None									Excessive
16. Sights- looking	1	2	3	4	5	6	7	8	9	
17. Listening to sounds	1	2	3	4	5	6	7	8	9	
18. Producing sounds- vocal	1	2	3	4	5	6	7	8	9	
19. - banging toys/hands	1	2	3	4	5	6	7	8	9	
20 Manipulating (exploring with hands)	1	2	3	4	5	6	7	8	9	
21. Body Motion	1	2	3	4	5	6	7	8	9	
22. Mouthing or sucking										
- fingers/thumb	1	2	3	4	5	6	7	8	9	
23. - pacifier	1	2	3	4	5	6	7	8	9	
24. - toys	1	2	3	4	5	6	7	8	9	

ENERGY AND COORDINATION FOR AGE - Estimated in relation to other children of age

25. Level of energy range Low 1 2 3 4 5 High
26. Coordination of gross muscle movements for age
Smooth functioning 1 2 3 4 5 Poor coordination
27. Coordination of fine muscles (hands) for age
Smooth functioning 1 2 3 4 5 Poor coordination

JUDGEMENT OF TEST:

28. Judgement of optimal vs. minimal adequacy of the test as an indicator of
this child's characteristics
 - 1 Minimal
 - 2 Fairly adequate
 - 3 Average
 - 4 Very good
 - 5 Excellent

UNUSUAL OR DEVIANT BEHAVIOUR:

29. Was any unusual or deviant behaviour observed, or reported Yes = 1
Detail overleaf No = 2

30 GENERAL EVALUATION OF CHILD:

- 1 Normal
- 2 Exceptional

OBSERVATION OF MOTHER-INFANT INTERACTIONObservation coding categoriesPeople

M	Mother
I	Infant
F	Father
N	Other person: N1 N2 etc
D	Pet
O	Observer

Objects

Y	Toy, object
YF	Food
DUM	Dummy Pacifier
th	thumb, hand

Actions

L	Look MLI/or MLB/eye-to-eye contact
V	Vocalize (but MVI = 1, IV = 2)
NV	Non-verbal vocalisation by mother
VB	Involuntary voc. by infant
X	Kiss, nuzzle
H	Hold
HG	Hug, cuddle closely
PU	Pick-up

Actions continued

PD	Put down
PC	Pick-up and carry (Implies movement)
A	Approach
U	Leave
E	Mouthing
W	Wiggle, gross motor activity
TK	Caretake, change, dress, clean
TA	Caress, affectionate touch
TJ	Adjust
TO	Soothe
TS	Stimulate, arouse
EC	Eyes closed
P	Play with, manipulate objects
R	Reach for
G	Give, offer, show
S	Smile
SL	Laugh
Q	Frown, grimace

Crying

C1	Whimper
C3	Almost continuous grizzle
C5	Interrupted cry
C7	Continuous cry
C9	Full blown howl
J	Feed - solid foods
JBR	Breast feed
JBOT	Bottle feed

Qualifiers

: DOS	Distance, out of sight
(or ; DOS)	
: DOR	Distance, out of reach but within sight
: DR	Distance, within reach
: IM	Imitation
: SIT	Sitting
: LF	Lying on front
: LB	Lying on back
: Z3	Drowsy wakefulness (Precht1)
: Z4	Alert wakefulness (")
999	Extraneous noise
.	Stop

THE BAYLEY SCALES OF INFANT DEVELOPMENT

The Bayley Scales of Infant Development (BAYLEY, 1969) are designed to evaluate a child's developmental status in the first 2½ years of life. Three complementary scales are available, a Mental Scale, a Motor Scale and a Behaviour Record.

"The Mental Scale is designed to assess sensory-perceptual activities, discriminations, and the ability to respond to these; the early acquisition of "object constancy" and memory learning and problem-solving ability; vocalizations and the beginnings of verbal communication; and early evidence of the ability to form generalizations and classifications, which is the basis of abstract thinking. Results of the administration for the Mental Scale are expressed as a standard score, the MDI, or Mental Development Index.

The Motor Scale is designed to provide a measure of the degree of control of the body, co-ordination of the large muscles and finer manipulatory skills of the hands and fingers. As the Motor Scale is specifically directed toward behaviours reflecting motor co-ordination and skills, it is not concerned with functions that are commonly thought of as "mental" or "intelligent" in nature. Results of the administration of the Motor Scale are expressed as a standard score, the PDI, or Psychomotor Development Index.

(Bayley 1969, p.3)

Based on a standardization sample in excess of 80 children for each of the fourteen age-groups covered by the scales, norms are available for both the MDI and the PDI. Test items are ordered by age range values giving estimates of the ages at which each item was passed by 5% and 95% respectively of children in the standardization sample.

The standard scores for the MDI and PDI have a mean value of 100 and a standard deviation of 16 and have been extrapolated from the standardization samples to give a full range from 50 to 150 points.

		Year	Month	Day
NAME:	Date tested	.....	.....	.....
AGE:	Date of Birth	.....	.....	.....

B A B Y D E V E L O P M E N T A L
A S S E S S M E N T

	Raw Score	Developmental Index
Mental Scale	.....	.....
Motor Scale	.....	.....
Behaviour	.....	.....

BABY DEVELOPMENTAL ASSESSMENT

R = Refused RPT = Report by moth.
P = Pass F = Fail O = Omit

Item No.	Age	Sit.	Item Title	Score			Notes
				P	F	Other	
37	3.1	D ¹	Extends arm to ring				
38T	3.1		Watches ball cross table				
39	3.2	G ¹	*Touches other hand with fingers				
40T	3.2	D ¹	Follows ring with head				
41T	3.2	I	Follows disappearing spoon with head				
42	3.3	G ¹	*Responds to strange situations				
43T	3.3	G ²	*Plays slightly with table edge				
44	3.8	D ¹	Takes ring to mouth				
45	3.8	G ¹	*Looks at own hands				
46	3.8	D ¹	Grabs dangling ring (which hand)				Right..... Left..... None.....
47	3.8	A	Turns to look at bell				
48	3.9	C	Turns to look at rattle				
49	4.1	H	Stretches out hand for cube				
50	4.3	G ²	*plays actively with table edge				
51	4.4	H	Eye-hand coordination				
52	4.4	J	Looks at pellet				
53	4.4	K	Reaches towards mirror				
54	4.6	H	Picks up cube				Right..... Left..... None.....
55	4.6	G ³	*Vocalises attitudes				Pleasure: Displeasure: Eagerness: Satisfaction:
56	4.7	H	Holds 2 cubes				
57	4.8		Plays with piece of paper				
58	4.8	E ¹	*Responds differentially to stranger				
59	4.9	C	Grasps rattle				
60	5.0	H	Reaches persistently				
61	5.1	E ¹	Responds to swinging play				
62	5.2	I	Watches falling spoon				
63	5.2	L	Picks up cup				
			717				

Item No.	Age	Sit.	Item Title	Score			Notes
				P	F	Other	
64	5.4	H	Stretches for 2nd cube				
65	5.4	K	Smiles at self in mirror				
66	5.4	G ²	*Bangs toy				
67	5.4	D ²	Looks closely at ring				
68	5.4	D ²	Plays with string from ring				
69	5.5	G ²	*Passes toy from hand to hand				
70	5.7	H	Picks up cube adeptly				
71	5.7	D ²	Pulls string to get ring				
72	5.8	G ²	*Interest in producing noises				
73	5.8	I	Picks up cup by handle				
74	5.8	M	Watches scribbling				
75	6.0	I	Looks for dropped spoon				
76	6.2	K	Responds playfully to mirror				
77	6.3	H	Holds on to 2 of 3 cubes				
78	6.5	A ¹	Manipulates bell with interest				
79	7.0	G ²	Vocalises 4 different sounds				
80	7.1	D ²	Pulls string purposively to get ring				
81	7.6	E ²	Plays peep-bo Plays pat-a-cake				
82	7.6	H	Tries to get 3 cubes				
83	7.8	A ¹	Rings bell with purpose				
84	7.9	K	*Responds to familiar words				
85	7.9	G ³	*Says da-da or equivalent				
86	8.1	H ²	Lifts tissue off toy				
87	8.9	O	Touches holes in peg board				

MOTOR SCALE

Item No	Age	Sit.	Item Title	Score			Notes
				P	F	Other	
12	2.1	B	Lifts by arms from prone				
13	2.3	D	Sits with help				
14	2.5	A	Holds head steadily				
15	2.7		*Hands mostly open				
16	3.7	E	Holds cube ulnar-palmar				
17	3.8	D	Sits with small support				
18	4.2	A	Head balanced				
19	4.4	C ¹	*Moves from back to side				
20	4.8	F	From back tries to sit				
21	4.9	E	Cube: partial thumb opposition				
22	5.3	F	Pulls to sit				
23	5.3	D	Sits for a moment				
24	5.4	G	Reaches with one preferred hand				
25	5.6	H	Tries to get pellet				
26	5.7	G	*Turns wrist				
27	6.0	D	Sits 30 secs or more				
28	6.4	C ¹	*Rolls from back to front				
29	6.6	D	Sits alone steadily				
30	6.8	H	Scoops up pellet				
31	6.9	I	Sits alone with good coordination				
32	6.9	E	Cube: Thumb opposition				
33	7.1	B	Prewalking from stomach				On stomach..... Hands & knees..... Hands & feet..... Sits/uses bottom... Other (describe)...
34	7.2	I	Early stepping movements				
35	7.4	H	Pellet: Partial finger prehension				
36	8.1	F	Pulls to standing				
37	8.3	J	Pulls himself to sitting				
38	8.6	J	Pulls himself to standing				
39	8.8	G	Edges spoon or cubes together				

Item No	Age	Sit.	Item Title	Score			Notes
				P	F	Other	
40	8.8	I	Stepping movements				
41	8.9	H	Pellet; fine prehension				

Tables of Results of Statistical Analyses

- Table (1) Socio-demographic data
- Table (2) Maternal Personality
- a) From Pre-Employment Interview Schedule
 - b) Eysenck Personality Inventory : Summary of ANOVA
- Table (3) Child-rearing Ideology
- a) From Pre-Employment Interview Schedule
 - b) Maternal Attitude Scale : Summary of ANOVA
- Table (4) General and Emotional Health
- a) From Pre-Employment Interview Schedule
 - b) Summaries of ANOVA : ASQ, GHQ, and Self-Esteem
- Table (5) Pregnancy and Childbirth data
- a) Pregnancy data
 - b) Labour and Childbirth data
- Table (6) Attachment to Infant
- Table (7) Career Orientation - Phase I
- a) From Pre-Employment Interview Schedule
 - b) Dual Role for Women : Summary of ANOVA
- Table (8) Infant Temperament Questionnaire : Summary of ANOVA
- Table (9) Developmental Status : Summary of ANOVA
- Table (10) Observation of Social Interaction: Summary of ANOVA
- Table (11) Mothers' Employment Status and Caretaking
Arrangements at fifteen months post-partum
- Table (12) SEDQ: Intercorrelation Matrix
- Table (13) SEDQ: Summary of ANOVA in terms of Employment
Intentions
- Table (14) SEDQ: Summary of ANOVA in terms of Actual
Employment Status
- Table (15) SEDQ: Summary of ANOVA: Problems or 'Areas
of Difficulty
- Table (16) Career Orientation at fifteen months post-partum
- a) In terms of mothers' employment intentions
 - b) In terms of actual employment status

Table (17) Relationships between Work Importance, Motherhood
Importance and selected variable from Phase I

Table (18) Motherhood Importance

- a) In terms of mothers' employment intentions
- b) In terms of actual employment status

Table (19) Maternal Welfare

- a) In terms of mothers' employment intentions
- b) In terms of actual employment status
- c) In terms of Congruence

Table (20) Maternal Satisfaction

- a) In terms of mothers' employment intentions
- b) In terms of actual employment status
- c) In terms of Congruence

Table (21) Author's ratings of Maternal Satisfaction

- a) In terms of mothers' employment intentions
- b) In terms of actual employment status
- c) In terms of Congruence

Table (22) Relationships between Maternal Satisfaction
and selected variables from Phase I

Table (23) SEDQ: Summary of ANOVA in terms of Congruence

Table (1) Demographic Data

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Age at Infant's birth</u>				
20-25 yrs	14 (46.7)	9 (30.0)	23 (38.3)	
26-30 yrs	13 (43.3)	17 (56.7)	30 (50.0)	
31-35 yrs	2 (6.7)	4 (13.3)	6 (10.0)	N/S
36-40 yrs	1 (3.3)	0	1 (1.7)	
<u>Parents' Marital status</u>				
Married	29 (96.7)	24 (80.0)	53 (88.3)	
Separated	0	1 (3.3)	1 (1.7)	N/S
Divorced	0	1 (3.3)	1 (1.7)	
Remarried	1 (3.3)	4 (13.3)	5 (8.4)	
<u>Siblings</u>				
Brothers	22 (73.3)	19 (63.3)	41 (68.3)	N/S
Sisters	21 (70.0)	17 (56.7)	38 (63.3)	
<u>Paternal employment in childhood</u>				
Unskilled (IV)	4 (13.3)	2 (6.7)	6 (10.0)	
Skilled Manual (III)	13 (43.3)	14 (46.7)	27 (45.0)	
Non-Manual (II)	9 (30.0)	9 (30.0)	18 (30.0)	N/S
Professional (I)	4 (13.3)	5 (16.7)	9 (15.0)	

Table (1)

Demographic Data (cont)

Variable	NW (%)	PT (%)	Total (%)	Significance
	n = 30	n = 30	N = 60	

Maternal employmentin childhood

No	8 (26.7)	15 (50.0)	23 (38.3)	Chi-sq 3.45
Yes	22 (73.3)	15 (50.0)	37 (61.7)	sig. = .06
Working part-time	15 (50.0)	7 (23.3)	22 (36.7)	Chi-sq 7.71
Working full-time	7 (23.3)	7 (23.3)	14 (23.3)	sig. = .05

Age mother worked

Less than 1 yr	1 (3.3)	0	1 (1.7)	
1-5 yrs	5 (16.7)	3 (10.0)	8 (13.3)	Chi-sq 11.1
5-10 yrs	7 (23.3)	10 (33.3)	17 (28.3)	sig. = .03
11-15 yrs	9 (30.0)	1 (3.3)	10 (16.7)	

Reason mother worked

Financial	15 (50.0)	7 (23.3)	22 (36.7)	Chi-sq 6.74
Social	5 (16.7)	3 (10.0)	8 (13.3)	sig. = .08
Vocational	2 (6.7)	4 (13.3)	6 (10.0)	

Separation experiencesin childhood

No	11 (36.7)	6 (20.0)	17 (28.3)	N/S
Yes	19 (63.3)	24 (80.0)	43 (71.7)	

Table (1)

Demographic Data (cont)

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Education - Mothers</u>				
<u>: Years of Education</u>				
10 yrs	2 (6.7)	2 (6.7)	4 (6.7)	N/S
11 yrs	14 (46.7)	10 (33.3)	24 (40.0)	
12 yrs	6 (20.0)	6 (20.0)	12 (20.0)	
Over 12 yrs	8 (26.7)	12 (40.0)	20 (33.3)	
<u>: Qualifications</u>				
None	4 (13.3)	4 (13.3)	8 (13.3)	N/S
CSE	4 (13.3)	4 (13.3)	8 (13.3)	
O-level	14 (46.7)	7 (23.3)	21 (35.0)	
A-level	8 (26.7)	15 (50.0)	23 (38.3)	
<u>: Further Education</u>				
None	14 (46.7)	7 (23.3)	21 (35.0)	N/S
P/T Training	5 (16.7)	4 (13.3)	9 (15.0)	
F/T Training	6 (20.0)	12 (40.0)	18 (30.0)	
University	3 (10.0)	6 (20.0)	9 (15.0)	
Other	2 (6.7)	1 (3.3)	3 (5.0)	
<u>: Higher Qualifications</u>				
None	14 (46.7)	7 (23.3)	21 (35.0)	
ONC/HNC	0	1 (3.3)	1 (1.7)	

Table (1)

Demographic Data (cont)

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
Business	7 (23.3)	4 (13.3)	11 (18.3)	
Nursing	1 (3.3)	4 (13.3)	5 (8.3)	N/S
Degree	5 (16.7)	7 (23.3)	12 (20.0)	
Other	3 (10.0)	4 (13.3)	7 (11.7)	
<u>Education - Fathers</u>				
<u>: Years of Education</u>				
10 yrs	6 (20.0)	2 (6.7)	8 (13.3)	
11 yrs	13 (43.3)	10 (33.3)	23 (38.3)	N/S
12 yrs	1 (3.3)	5 (16.7)	6 (10.0)	
Over 12 yrs	10 (33.3)	13 (43.3)	23 (38.3)	
<u>: Qualifications</u>				
None	7 (23.3)	6 (20.0)	13 (21.7)	
CSE	4 (13.3)	4 (13.3)	8 (13.3)	
O-level	9 (30.0)	4 (13.3)	13 (21.7)	N/S
A-level	10 (33.3)	16 (53.3)	26 (43.3)	
<u>: Further Education</u>				
None	13 (43.3)	12 (40.0)	25 (41.7)	
P/T Training	8 (26.7)	3 (10.0)	11 (18.3)	
F/T Training	4 (13.3)	6 (20.0)	10 (16.7)	N/S
University	3 (10.0)	7 (23.3)	10 (16.7)	
Other	2 (6.7)	2 (6.7)	4 (6.7)	

Table (1)

Demographic Data (cont)

Variable	NW (%)	PT (%)	Total (%)	Significance
	n = 30	n = 30	N = 60	

: Higher Qualifications

None	14 (46.7)	16 (53.3)	30 (50.0)	
ONC/HNC	1 (3.3)	1 (3.3)	2 (3.3)	
Business	1 (3.3)	2 (6.7)	3 (5.0)	
Nursing	0	1 (3.3)	1 (1.7)	N/S
Degree	6 (20.0)	7 (23.3)	13 (21.7)	
Other	8 (26.7)	3 (10.0)	11 (18.3)	

Employment - Fathers

Social Class I	4 (13.3)	3 (10.0)	7 (11.7)	
II	13 (43.3)	13 (43.3)	26 (43.3)	
Non-manual III	4 (13.3)	3 (10.0)	7 (11.7)	N/S
Manual III	9 (30.0)	8 (26.7)	17 (28.3)	
IV	0	3 (10.0)	3 (5.0)	

Employment - Mothers: Before childbirth

Social Class I	4 (13.3)	6 (20.0)	10 (16.7)	
II	24 (80.0)	23 (76.7)	47 (78.3)	
Non-manual III	1 (3.3)	0	1 (1.7)	N/S
Manual III	1 (3.3)	1 (13.3)	2 (3.3)	

Table (1)

Demographic Data (cont)

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>: Period held</u>				
Under 1 yr	2 (6.7)	6 (20.0)	8 (13.3)	
2-5 yrs	15 (50.0)	13 (43.3)	28 (46.7)	
5-10 yrs	11 (36.7)	8 (26.7)	19 (31.7)	N/S
Over 10 yrs	2 (6.7)	1 (3.3)	3 (5.0)	
<u>Age at Marriage - Mothers</u>				
Under 20 yrs	5 (16.7)	4 (13.3)	9 (15.0)	
20 - 25 yrs	21 (70.0)	20 (66.7)	41 (68.3)	
26 - 30 yrs	2 (6.7)	5 (16.7)	7 (11.7)	N/S
Over 30 yrs	2 (6.7)	1 (3.3)	3 (5.0)	
<u>Age at Marriage - Fathers</u>				
Under 20 yrs	0	2 (6.7)	2 (3.3)	
20 - 25 yrs	21 (70.0)	18 (60.0)	39 (65.0)	
26 - 30 yrs	4 (13.3)	9 (30.0)	13 (21.7)	N/S
Over 30 yrs	5 (16.7)	1 (3.3)	6 (10.0)	
<u>Job change at marriage</u>				
No change	23 (76.7)	23 (76.7)	46 (76.7)	
Less demanding	1 (3.3)	0	1 (1.7)	
To suit husband	3 (10.0)	2 (6.7)	5 (8.3)	N/S
More convenient	3 (10.0)	2 (6.7)	5 (8.3)	
More interesting	0	3 (10.0)	3 (5.0)	

Table (2) Maternal Personality
a) From Pre-Employment Interview Schedule

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Personality rating</u>				
<u>before pregnancy</u>				
V. lively/outgoing	6 (20.0)	10 (33.3)	16 (26.7)	
Fairly lively	12 (40.0)	10 (33.3)	22 (36.7)	
In between	0	1 (3.3)	1 (1.7)	N/S
Fairly quiet	12 (40.0)	9 (30.0)	21 (35.0)	
V. quiet/introspective	0	0	0	
<u>Personality changes</u>				
<u>in pregnancy</u>				
Much more lively	4 (13.3)	0	4 (6.7)	
Slightly more lively	3 (10.0)	5 (16.7)	8 (13.3)	
No change	18 (60.0)	16 (53.3)	34 (56.7)	N/S
Slightly less lively	3 (10.0)	6 (20.0)	9 (15.0)	
Much less lively	2 (6.7)	3 (10.0)	5 (8.3)	
<u>Personality change following birth</u>				
No	18 (60.0)	16 (53.3)	33 (55.0)	
Yes	12 (40.0)	15 (50.0)	27 (45.0)	N/S
<u>Direction of change</u>				
More lively	7 (23.3)	4 (13.3)	11 (18.3)	
Less lively	5 (16.7)	10 (33.3)	15 (25.0)	N/S

b) Eysenck Personality Inventory - Summary of ANOVA

Source	Sum of Squares	df	F-value	Signif. of F
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Extraversion

Employment gp	33.67	1	2.85	.10
Class	19.02	1	1.61	.21

2-way Interaction

Emp. gp. x Class	2.69	1	0.23	.64
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Residual

	660.55	56		
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Neuroticism

Employment gp	0.70	1	0.05	.82
Class	0.90	1	0.07	.80

2-way Interaction

Emp. gp. x Class	0.30	1	0.02	.88
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Residual

	736.43	56		
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Table 3 Child-rearing ideology
a) From Pre-Employment Interview Schedule

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Attitudes to alternative care</u>				
Need for exclusive care				
of mother	11 (36.7)	7 (23.3)	18 (30.0)	
No harm in				
alternative care	10 (33.3)	6 (20.0)	16 (26.7)	N/S
Positive benefits				
in alternative care	9 (30.0)	17 (56.7)	26 (43.3)	
<u>'Ideal' alternative care</u>				
Relation in home	17 (56.7)	12 (40.0)	29 (48.3)	
Relation out home	3 (10.0)	5 (16.7)	8 (13.3)	N/S
Paid childminder	4 (13.3)	2 (6.7)	6 (10.0)	
Paid 'nanny'	6 (20.0)	7 (23.3)	13 (21.7)	
Private nursery	0	4 (13.3)	4 (6.7)	
<u>Now leave baby with caretaker</u>				
No	7 (23.3)	1 (3.3)	8 (13.3)	Chi-sq = 6.46
Yes	23 (76.6)	29 (96.7)	52 (86.7)	sig = .04
<u>Type of caretaker</u>				
Relation in own home	8 (26.7)	11 (36.7)	19 (31.7)	
Relation outside home	12 (40.0)	10 (33.3)	22 (36.7)	
Both of above	1 (3.3)	5 (16.7)	6 (10.0)	N/S
Non-relation own home	2 (6.7)	2 (6.7)	4 (6.7)	
Childminder	0	1 (3.3)	1 (1.7)	
<u>Breast-fed infant</u>				
No	5 (16.7)	3 (10.0)	8 (13.3)	
Yes	25 (83.3)	27 (90.0)	52 (86.7)	N/S
<u>Reason for breast-feeding</u>				
Wanted to	20 (66.6)	24 (80.0)	44 (73.4)	
Felt ought to	5 (16.7)	3 (10.0)	8 (13.3)	N/S
Not applicable	5 (16.7)	3 (10.0)	8 (13.3)	

Table 3a) cont

Childrearing ideology

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Success in breast-feeding</u>				
Did not work out	10 (33.3)	8 (26.7)	18 (30.0)	N/S
<u>Routine feeding at 3mths</u>				
No	8 (26.7)	13 (43.3)	21 (35.0)	
Yes	22 (73.3)	17 (56.7)	39 (65.0)	N/S
<u>Ease of feeding</u>				
Easy to feed	27 (90.0)	20 (66.7)	47 (78.3)	
Sometimes diffic	3 (10.0)	8 (26.7)	11 (18.3)	tau c = -.24
Always difficult	0	2 (6.7)	2 (3.3)	sig = .01
<u>Baby suffers colic</u>				
No	16 (53.3)	19 (63.3)	35 (58.3)	
Yes	14 (46.7)	11 (36.7)	25 (41.7)	N/S
<u>Feeding is 'problem'</u>				
No	25 (83.3)	25 (83.3)	50 (83.3)	
Yes	5 (16.7)	5 (16.7)	10 (16.7)	N/S
<u>Paternal involvement in child care</u>				
Should be involved	30 (100.0)	28 (93.3)	58 (96.7)	
Should be exclusively mother	0	2 (6.7)	2 (3.3)	N/S
<u>Who attends baby in night</u>				
Shared	8 (26.7)	9 (30.0)	17 (28.3)	
Usually mother	20 (66.7)	20 (66.7)	40 (66.7)	N/S
Usually father	2 (6.7)	1 (3.3)	3 (5.0)	

Table 3

Childrearing Ideologyb) Maternal Attitude Scale (MAS) : Summary of ANOVA

Source	Sum of Sq	df	F-value	Signif. of F
<u>Factor FA Appropriate control of child's aggressive impulses</u>				
: Emp. gp	269.12	1	0.10	.75
: Class	45.39	1	0.02	.89
: Emp gp x Class	1030.06	1	0.39	.54
: Residual	142777.19			
<u>Factor FB Encouragement vs discouragement of reciprocity</u>				
: Emp. gp	1028.72	1	1.06	.31
: Class	83.89	1	0.09	.77
: Emp gp x Class	303.78	1	0.31	.58
: Residual	52427.39			
<u>Factor FC Appropriate vs inappropriate closeness</u>				
: Emp. gp	25.28	1	0.05	.83
: Class	190.48	1	0.35	.56
: Emp gp x Class	8.54	1	0.02	.90
: Residual	30826.95			
<u>Factor FD Acceptance vs denial of emotional complexity in</u> <u>childrearing</u>				
: Emp. gp	17.82	1	0.17	.69
: Class	49.06	1	0.46	.50
: Emp gp x Class	6.35	1	0.06	.80
: Residual	5984.91			
<u>Factor FE Comfort vs discomfort in perceiving and meeting baby's</u> <u>(physical) needs</u>				
: Emp. gp	154.35	1	0.38	.54
: Class	838.00	1	2.07	.16
: Emp gp x Class	101.60	1	0.25	.62
: Residual	22674.94			

Table 4

General and Emotional Healtha) From Pre-Employment Interview Schedule

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Health prior to pregnancy</u>				
<u>Rating</u>				
Good	29 (96.7)	27 (90.0)	56 (93.3)	
Fair	0	3 (10.0)	3 (5.0)	N/S
Poor	1 (3.3)	0	1 (1.7)	
<u>Long-term complaints</u>				
No	28 (93.3)	26 (86.7)	54 (90.0)	
Yes	2 (6.7)	4 (13.3)	6 (10.0)	N/S
<u>Frequency of complaint</u>				
None	28 (93.3)	26 (86.7)	54 (90.0)	
Occasional	2 (6.7)	3 (10.0)	5 (8.3)	N/S
Constant	0	1 (3.3)	1 (1.7)	
<u>GP Consultations</u>				
-Sleeping No	30 (100.0)	26 (86.7)	56 (93.3)	
Yes	0	4 (13.3)	4 (6.7)	N/S
-Anxiety No	30 (100.0)	27 (90.0)	57 (95.0)	
Yes	0	3 (10.0)	3 (5.0)	N/S
-Depression No	27 (90.0)	19 (63.3)	46 (76.7)	Chi-sq = 4.57
Yes	3 (10.0)	11 (36.7)	14 (23.3)	sig = .03

Table 4a cont.

General and Emotional Health

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Health at 3mths post-partum</u>				
<u>Rating</u>				
Good	24 (80.0)	24 (80.0)	48 (80.0)	N/S
Fair	6 (20.0)	4 (13.3)	10 (16.7)	
Poor	0	2 (6.7)	2 (3.3)	
<u>Frequency of visits to GP since birth</u>				
Never	20 (66.7)	21 (70.0)	41 (68.4)	N/S
Occasional	10 (33.3)	7 (23.3)	17 (28.3)	
Frequent	0	2 (6.7)	2 (3.3)	
<u>Frequency of depression</u>				
Never	21 (70.0)	19 (63.3)	40 (66.7)	N/S
Occasional	8 (26.7)	11 (36.7)	19 (31.7)	
Constant	1 (3.3)	0	1 (1.7)	
<u>Frequency of anxiety</u>				
Never	18 (60.0)	18 (60.0)	36 (60.0)	N/S
Occasional	12 (40.0)	12 (40.0)	24 (40.0)	
Constant	0	0	0	
<u>Frequency of sleep problems</u>				
Never	28 (93.3)	28 (93.3)	56 (93.3)	N/S
Occasional	2 (6.7)	2 (6.7)	4 (6.7)	
Constant	0	0	0	
<u>Frequency of worrying about baby</u>				
Never	10 (33.3)	8 (26.7)	18 (30.0)	N/S
Occasional	15 (50.0)	16 (53.3)	31 (51.7)	
Constant	5 (16.7)	6 (20.0)	11 (18.3)	
<u>Rating coping with motherhood</u>				
Very well	18 (60.0)	18 (60.0)	36 (60.0)	N/S
Quite well	12 (40.0)	12 (40.0)	24 (40.0)	
Not very well	0	0	0	

Table 4 General and Emotional Health

b) Summaries of ANOVA - Anxiety Scale Questionnaire (ASQ),

General Health Questionnaire (GHQ), and Self-esteem Inventory

Source	Sum of Sq	df	F-value	Signif of F
<u>IPAT ASQ sten</u>				
Emp. gp	4.53	1	1.48	.23
Class	0.77	1	0.25	.62
Emp gp x Class	1.66	1	0.54	.47
Residual	171.63			
<u>IPAT ASQ - Total</u>				
Emp. gp	144.16	1	1.44	.24
Class	0.16	1	0.002	.97
Emp gp x Class	28.49	1	0.28	.60
Residual	5612.13			
<u>GHQ</u>				
Emp. gp	22.06	1	0.40	.53
Class	121.11	1	2.19	.15
Emp gp x Class	63.58	1	1.15	.29
Residual	2208.41			
<u>Self-esteem</u>				
Emp. gp	1.70	1	0.16	.70
Class	16.57	1	1.51	.23
Emp gp x Class	1.99	1	0.18	.67
Residual	438.90			

Table (5)

Pregnancy and Childbirtha) Pregnancy data

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<hr/>				
<u>Prior yrs of marriage</u>				
Less than 1 yr	8 (26.7)	6 (20.0)	14 (23.3)	
1 - 3 yrs	12 (40.0)	8 (26.7)	20 (33.3)	
3 - 5 yrs	1 (3.3)	4 (13.3)	5 (8.3)	N/S
5 - 8 yrs	8 (26.7)	10 (33.3)	18 (30.0)	
More than 8 yrs	1 (3.3)	2 (6.7)	3 (5.0)	
<u>Planned pregnancy</u>	22 (73.3)	21 (70.0)	43 (71.7)	N/S
<u>Previous pregnancies</u>	7 (23.3)	3 (10.0)	10 (16.7)	N/S
<u>Outcome of previous pregnancies</u>				
Miscarriage	4 (13.3)	1 (3.3)	5 (8.3)	
Abortion	3 (10.0)	2 (6.7)	5 (8.3)	N/S
<u>Pregnancy health rating</u>				
Good	23 (76.7)	26 (86.7)	49 (81.7)	
Poor	7 (23.3)	4 (13.3)	11 (18.3)	N/S
<u>Health problems in pregnancy</u>				
Somatic-Minor	18 (60.0)	15 (50.0)	33 (55.5)	N/S
-Major	10 (33.3)	4 (13.3)	14 (23.3)	N/S
Depression	5 (16.7)	7 (23.3)	12 (20.0)	N/S
Anxiety	13 (43.3)	9 (30.0)	22 (36.7)	N/S
Sleeping problems	7 (23.3)	6 (20.0)	13 (21.7)	N/S

Table 5a) cont

Pregnancy

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<hr/>				
<u>Feelings of attractiveness</u>				
More attractive	12 (40.0)	9 (30.0)	21 (35.0)	
No different	7 (23.3)	8 (26.7)	15 (25.0)	N/S
Less attractive	11 (36.7)	13 (43.3)	24 (40.0)	
<u>Feelings about foetus</u>				
Felt real person	22 (73.3)	18 (60.0)	40 (66.7)	N/S
Felt part of mother	19 (63.3)	19 (63.3)	38 (63.3)	N/S
Separate from mother	10 (33.3)	10 (33.3)	20 (33.3)	N/S
<u>When gave up work</u>				
3 mths pregnant	2 (6.7)	1 (3.3)	3 (5.0)	
4 - 6 mths	7 (23.3)	5 (16.7)	12 (20.0)	
7 - 8 mths	18 (60.0)	18 (60.0)	36 (60.0)	N/S
Over 8 mths	3 (10.0)	6 (20.0)	9 (15.0)	
<u>Took statutory maternity leave</u>				
	19 (63.3)	18 (60.0)	37 (61.7)	N/S

Table (5)

Pregnancy and Childbirthb) Labour and Childbirth

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Rating of pain in labour</u>				
Less painful	8 (26.7)	4 (13.3)	12 (20.0)	
As expected	9 (30.0)	5 (16.7)	14 (23.3)	tau c=-.31
More painful	11 (36.7)	20 (66.7)	31 (51.7)	sig = .01
N/A (Elect.Caes.)	2 (6.7)	1 (3.3)	3 (5.0)	
<u>Rating of birth experience</u>				
Wonderful experience	4 (13.3)	6 (20.0)	10 (16.7)	
Just an experience	12 (40.0)	13 (43.3)	25 (41.7)	N/S
Terrible experience	13 (43.3)	12 (40.0)	25 (41.7)	
<u>Husband present in labour</u>				
	26 (86.7)	26 (86.7)	52 (86.7)	N/S
<u>Hours of labour</u>				
Less than 5 hrs	6 (20.0)	2 (6.7)	8 (13.3)	
5 - 10 hrs	8 (26.7)	11 (36.7)	19 (31.7)	
10 - 15 hrs	6 (20.0)	5 (16.7)	11 (18.3)	N/S
15 - 25 hrs	5 (16.7)	6 (20.0)	11 (18.3)	
Over 25 hrs	3 (10.0)	5 (16.7)	8 (13.3)	
<u>Induction procedure</u>				
Forewater amniotomy	19 (63.3)	13 (43.3)	32 (53.3)	
Hormonal induction	15 (30.0)	11 (36.7)	26 (43.3)	N/S

Table 5b) cont.

Labour and Childbirth

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Type of presentation</u>				
Cephalic	23 (76.7)	27 (90.0)	50 (83.3)	
Breech	2 (6.7)	2 (6.7)	4 (6.7)	N/S
Other	5 (16.7)	1 (3.3)	6 (10.0)	
<u>Type of delivery</u>				
Spontaneous vaginal	18 (60.0)	20 (66.7)	38 (63.3)	
Forceps assisted	8 (26.7)	7 (23.3)	15 (25.0)	N/S
Caesarean section	4 (13.3)	3 (10.0)	7 (11.7)	
<u>Medication</u>				
'Gas and air'	22 (73.3)	22 (73.3)	44 (73.3)	
Pethidine	11 (36.7)	13 (43.3)	24 (40.0)	
Epidural	11 (36.7)	9 (30.0)	20 (33.3)	N/S
Other e.g. valium	5 (16.7)	5 (16.7)	10 (16.7)	
<u>Episiotomy</u>	17 (56.7)	17 (56.7)	34 (56.7)	N/S
<u>Birthweight</u>				
Less than 5 lbs	1 (3.3)	0	1 (1.7)	
5 - 7 lbs	7 (23.3)	10 (33.3)	17 (28.3)	
7 - 9 lbs	19 (63.3)	19 (63.3)	38 (63.3)	N/S
More than 9 lbs	2 (6.7)	2 (6.7)	4 (6.7)	
<u>Infant Special Care</u>	2 (6.7)	2 (6.7)	4 (6.7)	

Table (6)

Attachment to Infant

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Felt in control</u>	15 (50.0)	9 (30.0)	24 (40.0)	N/S
<u>Satisfaction</u>				
Nursing care : Yes	29 (96.7)	25 (83.3)	54 (90.0)	N/S
Medical care : Yes	22 (73.3)	22 (73.3)	44 (73.3)	N/S
<u>Held baby uncleaned</u>	19 (63.3)	20 (66.7)	39 (65.0)	N/S
<u>Kept baby ½hr</u>	22 (73.3)	22 (73.3)	44 (73.3)	N/S
<u>Sex of baby</u>				
Wanted by mother	11 (36.7)	17 (56.7)	28 (46.7)	N/S
Wanted by father	16 (53.3)	11 (36.7)	27 (45.0)	N/S
<u>Attractiveness of baby</u>				
Beautiful	18 (60.0)	21 (70.0)	39 (65.0)	
Average	8 (26.7)	4 (13.3)	12 (20.0)	N/S
Unattractive	4 (13.3)	5 (16.7)	9 (15.0)	
<u>Initial reaction to baby</u>				
Instant love	15 (50.0)	17 (56.7)	32 (53.3)	
Indifference	12 (40.0)	10 (33.3)	22 (36.7)	N/S
Negative feelings	4 (13.3)	2 (6.7)	6 (10.0)	
<u>Impact of baby on family</u>				
Improve relationship	5 (16.7)	7 (23.3)	12 (20.0)	
Spoil relationship	4 (13.3)	4 (13.3)	8 (13.3)	N/S
Make 'different'	20 (66.7)	20 (66.7)	40 (66.7)	

Table (7)

Career Orientationa) From Pre-employment Interview Schedule

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Type of career wanted</u>				
Did not know	9 (30.0)	9 (30.0)	18 (30.0)	
Skilled manual	3 (10.0)	4 (13.3)	7 (11.7)	
Non-manual	9 (30.0)	8 (26.7)	17 (28.3)	N/S
Professional	9 (30.0)	9 (30.0)	18 (30.0)	
<u>Feelings of Vocation</u>				
Yes	9 (30.0)	14 (46.7)	23 (38.3)	
No	21 (70.0)	16 (53.3)	37 (61.7)	N/S
<u>Desire to be Career Woman</u>				
Yes	7 (23.3)	13 (43.3)	20 (33.3)	
No	23 (76.7)	17 (56.7)	40 (66.7)	N/S
<u>Only working until start a family</u>				
Yes	25 (83.3)	11 (36.7)	36 (60.0)	Chi-sq=11.74
No	5 (16.7)	19 (63.3)	24 (40.0)	p = .0006
<u>Important factors in job</u>				
Money	10 (33.3)	6 (20.0)	16 (26.7)	
Social factors	4 (13.3)	3 (10.0)	7 (11.7)	
Intrinsic interest	15 (50.0)	20 (66.7)	35 (58.3)	N/S
Other	1 (3.3)	1 (3.3)	2 (3.3)	

Table 7a) cont

Career Orientation

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Work attitudes in pregnancy</u>				
Def not want work	21 (70.0)	6 (20.0)	27 (45.0)	
Prefer not to work	5 (16.7)	1 (3.3)	6 (10.0)	
Not sure	2 (6.7)	3 (10.0)	5 (8.3)	tau c = -.70
Prefer to work	2 (6.7)	4 (13.3)	6 (10.0)	p = .0001
Def want to work	0	16 (53.3)	16 (26.7)	
<u>Stage when would work</u>				
Not at all	3 (10.0)	0	3 (5.0)	
Child over 5yrs	18 (60.0)	0	18 (30.0)	
Child 3-5 yrs	5 (16.7)	0	5 (8.3)	
Child 1-3 yrs	3 (10.0)	4 (13.3)	7 (11.7)	Chi-sq 49.29
Less than 1yr	1 (3.3)	26 (86.7)	27 (45.0)	p = .0001
<u>Feelings of guilt if work in baby's 1st yr</u>				
Definitely guilty	14 (46.7)	10 (33.3)	24 (40.0)	
Prob feel guilty	6 (20.0)	5 (16.7)	6 (20.0)	tau c = -.19
Don't know	1 (3.3)	0	1 (3.3)	sig = .09
Prob not guilty	2 (6.7)	4 (13.3)	2 (6.7)	
Def not guilty	7 (23.3)	11 (36.7)	7 (23.3)	

Table 7a) cont

Career orientation

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
<u>Attitudes to working</u>				
<u>in baby's 1st yr</u>				
Should not work	4 (13.3)	2 (6.7)	6 (10.0)	
Depends on family circumstances	5 (16.7)	2 (6.7)	7 (11.7)	N/S
If wants to	21 (70.0)	26 (86.7)	47 (78.3)	
<u>Perception of others'</u>				
<u>attitudes to working</u>				
Very favourable	1 (3.3)	3 (10.0)	4 (6.7)	
Favourable	6 (20.0)	11 (36.7)	17 (28.3)	
Neutral	4 (13.3)	5 (16.7)	9 (15.0)	tau c = .30
Unfavourable	17 (56.7)	10 (33.3)	27 (45.0)	sig. = .02
Very unfavourable	2 (6.7)	1 (3.3)	3 (5.0)	
<u>Attitudes to work at</u>				
<u>3mths post-partum</u>				
Definitely not want				
to work	23 (76.7)	4 (13.3)	27 (45.0)	
Prefer not work	4 (13.3)	3 (10.0)	7 (11.7)	tau c = .76
Prefer to work	2 (6.7)	6 (20.0)	8 (13.3)	sig. = .0001
Def want to work	1 (3.3)	17 (56.7)	18 (30.0)	

Table 7a) cont

Career Orientation

Variable	NW (%) n = 30	PT (%) n = 30	Total (%) N = 60	Significance
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Husband shares attitudes

No	2 (6.7)	4 (13.3)	6 (10.0)	
Yes	28 (93.3)	26 (86.7)	54 (90.0)	N/S

Factors influencing decision to work

Financial :	No	14 (46.7)	9 (30.0)	23 (38.3)	
	: Yes	16 (53.3)	21 (70.0)	37 (61.7)	N/S
Social :	No	21 (70.0)	12 (40.0)	33 (55.0)	Chi-sq=7.3
	: Yes	9 (30.0)	18 (60.0)	27 (45.0)	sig. = .02
Career :	No	22 (73.3)	5 (16.7)	27 (45.0)	Chi-sq=21.83
Importance:	Yes	8 (26.6)	25 (83.3)	33 (55.0)	sig = .0001
Break from:	No	21 (70.0)	17 (56.7)	38 (63.3)	
baby :	Yes	9 (30.0)	13 (43.3)	22 (36.7)	N/S

Table 7

Career Orientationb) Attitudes towards a dual role for women: Summary of ANOVA

Source	Sum of Sq	df	F-value	Signif of F
<u>Effect of mother's working upon children</u>				
: Employment gp	50.22	1	5.33	.03
: Class	21.84	1	2.32	.14
: Emp. gp. x Class	1.15	1	0.12	.73
: Residual	377.04			
<u>Money contribution of working wife</u>				
: Employment gp	0.26	1	0.07	.80
: Class	9.09	1	2.32	.14
: Emp. gp x Class	11.68	1	2.98	.09
: Residual	156.70			
<u>Home & relationship maintenance</u>				
: Employment gp	24.60	1	1.85	.18
: Class	0.54	1	0.04	.84
: Emp. gp x Class	62.82	1	4.71	.03
: Residual	719.76			
<u>Implications for society</u>				
: Employment gp	0.39	1	0.04	.84
: Class	0.05	1	0.01	.94
: Emp. gp x Class	0.25	1	0.03	.87
: Residual	513.40			
<u>Total score</u>				
: Employment gp	201.79	1	2.75	.10
: Class	5.02	1	0.07	.80
: Emp. gp x Class	97.08	1	1.33	.26
: Residual	3956.38			

Table (8) Infant Temperament Questionnaire : Summary of ANOVA

Source	Sum of sq	df	F-value	Signif. of F
<u>ITQ01 Activity</u>				
: Employment gp	0.11	1	0.27	0.61
: Class	0.07	1	0.17	0.68
: Sex	0.38	1	0.91	0.34
: Class x Sex	0.01	1	0.03	0.86
: Class x Emp. gp	0.41	1	0.97	0.33
: Sex x Emp. gp	0.19	1	0.44	0.51
: Class x Sex x Emp. gp	0.03	1	0.06	0.81
: Residual	21.83			
<u>ITQ02 Rhythmicity</u>				
: Employment gp	0.11	1	0.20	0.66
: Class	0.46	1	0.82	0.37
: Sex	0.03	1	0.04	0.85
: Class x Sex	1.21	1	2.18	0.15
: Class x Emp. gp	0.19	1	0.35	0.56
: Sex x Emp. gp	0.30	1	0.54	0.46
: Class x Sex x Emp. gp	0.04	1	0.07	0.80
: Residual	28.85			
<u>ITQ03 Withdrawal</u>				
: Employment gp	0.51	1	1.97	0.17
: Class	1.14	1	4.38	0.04
: Sex	0.28	1	1.07	0.31
: Class x Sex	0.19	1	0.72	0.40
: Class x Emp. gp	0.16	1	0.61	0.44
: Sex x Emp. gp	1.05	1	4.03	0.05
: Class x Sex x Emp. gp	0.003	1	0.01	0.91
: Residual	13.55			
<u>ITQ04 Adaptability</u>				
: Employment gp	0.22	1	1.01	0.32
: Class	0.17	1	0.80	0.37
: Sex	0.75	1	3.55	0.07

Table (8) cont.

Source	Sum of sq	df	F-value	Signif. of F
<u>ITQ04 (cont)</u>				
: Class x Sex	0.98	1	4.63	0.04
: Class x Emp. gp	0.01	1	0.60	0.81
: Sex x Emp. gp	0.13	1	0.61	0.44
: Class x Sex x Emp. gp	0.001	1	0.003	0.96
: Residual	11.03			
<u>ITQ05 Intensity</u>				
: Employment gp	0.03	1	0.06	0.81
: Class	0.002	1	0.003	0.95
: Sex	1.17	1	2.24	0.14
: Class x Sex	0.001	1	0.001	0.97
: Class x Emp. gp	0.95	1	1.82	0.18
: Sex x Emp. gp	0.05	1	0.10	0.76
: Class x Sex x Emp. gp	0.09	1	0.18	0.67
: Residual	27.12			
<u>ITQ06 Negativity</u>				
: Employment gp	0.11	1	0.25	0.62
: Class	0.002	1	0.004	0.95
: Sex	0.53	1	1.24	0.27
: Class x Sex	0.53	1	1.24	0.27
: Class x Emp. gp	0.99	1	2.32	0.13
: Sex x Emp. gp	0.25	1	0.59	0.45
: Class x Sex x Emp. gp	0.29	1	0.68	0.41
: Residual	22.12			
<u>ITQ07 Persistence</u>				
: Employment gp	0.32	1	0.37	0.55
: Class	0.46	1	0.53	0.47
: Sex	0.04	1	0.04	0.84
: Class x Sex	5.29	1	6.14	0.02
: Class x Emp. gp	0.02	1	0.02	0.90
: Sex x Emp. gp	1.08	1	1.25	0.27

Table (8) cont.

Source	Sum of sq	df	F-value	Signif. of F
<u>ITQ07 (cont)</u>				
: Class x Sex x Emp. gp	1.35	1	1.57	0.22
: Residual	44.76			
<u>ITQ08 Distractability</u>				
: Employment gp	0.41	1	0.99	0.32
: Class	0.04	1	0.10	0.75
: Sex	0.20	1	0.49	0.49
: Class x Sex	0.19	1	0.47	0.50
: Class x Emp. gp	0.37	1	0.90	0.35
: Sex x Emp. gp	0.000	1	0.001	0.98
: Class x Sex x Emp. gp	0.97	1	2.37	0.13
: Residual	21.38			
<u>ITQ09 Threshold</u>				
: Employment gp	0.07	1	0.14	0.71
: Class	0.10	1	0.19	0.67
: Sex	0.01	1	0.02	0.89
: Class x Sex	0.55	1	1.07	0.31
: Class x Emp. gp	0.08	1	0.16	0.69
: Sex x Emp. gp	0.08	1	0.15	0.70
: Class x Sex x Emp. gp	0.07	1	0.13	0.72
: Residual	26.90			

Table (9)

Developmental Status : Summary of ANOVA

Source	Sum of Sq	df	F-value	Signif. of F
<u>Mental development (MDI)</u>				
: Employment gp	77.46	1	0.61	0.44
: Class	45.50	1	0.36	0.55
: Sex	321.18	1	2.51	0.12
: Class x Sex	123.27	1	0.96	0.33
: Class x Emp. gp	289.74	1	2.26	0.14
: Sex x Emp. gp	6.47	1	0.05	0.82
: Class x Sex x Emp. gp	18.83	1	0.15	0.70
: Residual	6654.01			
<u>Psycho-motor development (PDI)</u>				
: Employment gp	0.43	1	0.003	0.96
: Class	0.39	1	0.002	0.96
: Sex	224.03	1	1.39	0.25
: Class x Sex	117.66	1	0.73	0.40
: Class x Emp. gp	143.65	1	0.89	0.35
: Sex x Emp. gp	10.32	1	0.06	0.80
: Class x Sex x Emp. gp	317.94	1	1.97	0.17
: Residual	8412.04			
<u>Social orientation (IBR1)</u>				
: Employment gp	2.26	1	0.35	0.56
: Class	11.67	1	1.81	0.18
: Sex	0.30	1	0.05	0.83
: Class x Sex	0.003	1	0.001	0.98
: Class x Emp. gp	9.10	1	1.41	0.24
: Sex x Emp. gp	11.07	1	1.72	0.20
: Class x Sex x Emp. gp	0.68	1	0.11	0.75
: Residual	334.78			
<u>Emotional Tone (IBR2)</u>				
: Employment gp	65.45	1	1.92	0.17
: Class	0.69	1	0.02	0.89
: Sex	71.98	1	2.11	0.15

Table (9) cont

Source	Sum of Sq	df	F-value	Signif. of F
: Class x Sex	2.41	1	0.07	0.79
: Class x Emp. gp	12.98	1	0.38	0.54
: Sex x Emp. gp	35.00	1	1.03	0.32
: Class x Sex x Emp. gp	0.46	1	0.01	0.91
: Residual	1775.94			
<u>Motivation (IBR3)</u>				
: Employment gp	2.12	1	0.09	0.77
: Class	23.84	1	0.96	0.33
: Sex	31.72	1	1.27	0.27
: Class x Sex	25.09	1	1.01	0.32
: Class x Emp. gp	0.21	1	0.01	0.93,
: Sex x Emp. gp	49.43	1	1.98	0.17
: Class x Sex x Emp. gp	13.53	1	0.54	0.47
: Residual	1298.52			
<u>Activity (IBR4)</u>				
: Employment gp	63.69	1	0.58	0.45
: Class	0.34	1	0.003	0.96
: Sex	71.40	1	0.65	0.43
: Class x Sex	162.76	1	1.47	0.23
: Class x Emp. gp	67.03	1	0.61	0.44
: Sex x Emp. gp	45.83	1	0.41	0.52
: Class x Sex x Emp. gp	188.32	1	1.70	0.20
: Residual	5757.81			

Table (10) Observation of Social Interaction: Summary of ANOVA

Source	Sum of Sq	df	F-value	Signif. of F
<u>Total Communication:</u>				
Employment gp	33.75	1	0.02	.90
Class	1158.44	1	0.51	.48
Sex	7244.41	1	3.21	.08
Employment gp x Class	345.43	1	0.51	.70
Employment gp x Sex	2175.46	1	0.96	.33
Class x Sex	1329.99	1	0.59	.44
Emp. gp x Class x Sex	3555.25	1	1.57	.22
Residual	117517.60			
<u>Immediate contingency: Vocalization/Smile/Laugh</u>				
Employment gp	216.60	1	0.50	.48
Class	34.76	1	0.08	.78
Sex	4859.12	1	11.23	.002
Employment gp x Class	8.92	1	0.02	.89
Employment gp x Sex	151.61	1	0.35	.56
Class x Sex	741.08	1	1.71	.20
Emp. gp x Class x Sex	214.53	1	0.50	.48
Residual	22498.07			
<u>Touch</u>				
Employment gp	123.27	1	1.76	.19
Class	2.81	1	0.04	.84
Sex	240.40	1	3.43	.07
Employment gp x Class	59.21	1	0.85	.36
Employment gp x Sex	18.50	1	0.26	.61
Class x Sex	24.61	1	0.35	.56
Emp. gp x Class x Sex	2.94	1	0.04	.84
Residual	3650.30			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Delayed contingency</u>				
<u>Vocalization/Smile/Laugh</u>				
Employment gp	317.40	1	0.65	.42
Class	23.27	1	0.05	.83
Sex	5671.78	1	11.63	.001
Employment gp x Class	0.18	1	0.000	.96
Employment gp x Sex	237.98	1	0.49	.49
Class x Sex	854.50	1	1.75	.19
Emp. gp x Class x Sex	163.59	1	0.34	.57
Residual	25362.71			
<u>Touch</u>				
Employment gp	182.83	1	2.36	.13
Class	0.40	1	0.005	.94
Sex	266.68	1	3.44	.07
Employment gp x Class	87.22	1	1.13	.29
Employment gp x Sex	61.86	1	0.80	.55
Class x Sex	13.72	1	0.18	.68
Emp. gp x Class x Sex	0.02	1	0.000	.99
Residual	3799.45			
<u>Total Infant Vocalization</u>				
Employment gp	1058.38	1	0.60	.44
Class	1034.09	1	0.58	.45
Sex	3856.80	1	2.18	.15
Employment gp x Class	1041.55	1	0.59	.45
Employment gp x Sex	183.39	1	0.10	.75
Class x Sex	3270.02	1	1.84	.16
Emp. gp x Class x Sex	2797.39	1	1.58	.22
Residual	26877.13			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Immediate contingency:</u>				
<u>Vocalization/Smile/Laugh</u>				
Employment gp	4.65	1	0.02	.90
Class	5.56	1	0.20	.69
Sex	2520.26	1	8.91	.004
Employment gp x Class	26.58	1	0.09	.76
Employment gp x Sex	103.49	1	0.37	.55
Class x Sex	161.44	1	0.57	.45
Emp. gp x Class x Sex	317.53	1	1.12	.29
Residual	13855.03			
<u>Touch</u>				
Employment gp	9.70	1	0.39	.53
Class	6.14	1	0.25	.62
Sex	107.78	1	4.36	.04
Employment gp x Class	8.24	1	0.33	.57
Employment gp x Sex	0.56	1	0.02	.88
Class x Sex	26.05	1	1.05	.31
Emp. gp x Class x Sex	1.88	1	0.08	.78
Residual	166.14			
<u>Delayed contingency</u>				
<u>Vocalization/Smile/Laugh</u>				
Employment gp	0.24	1	0.001	.98
Class	67.49	1	0.22	.64
Sex	3605.23	1	11.68	.001
Employment gp x Class	81.77	1	0.27	.61
Employment gp x Sex	90.30	1	0.29	.59
Class x Sex	250.11	1	0.81	.37
Emp. gp x Class x Sex	217.57	1	0.71	.41
Residual	15125.06			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Touch</u>				
Employment gp	19.22	1	0.52	.48
Class	26.87	1	0.72	.40
Sex	144.04	1	3.88	.06
Employment gp x Class	18.76	1	0.51	.48
Employment gp x Sex	11.00	1	0.30	.59
Class x Sex	6.72	1	0.18	.67
Emp. gp x Class x Sex	0.02	1	0.000	.98
Residual	1620.25			
<u>Out of Sight</u>				
<u>Frequency</u>				
Employment gp	3.55	1	0.26	.61
Class	14.02	1	1.04	.31
Sex	5.16	1	0.38	.54
Employment gp x Class	30.16	1	2.23	.14
Employment gp x Sex	52.29	1	3.86	.06
Class x Sex	16.62	1	1.23	.27
Emp. gp x Class x Sex	9.44	1	0.70	.41
Residual	595.53			
<u>Duration</u>				
Employment gp	100.46	1	0.64	.43
Class	55.31	1	0.35	.56
Sex	364.78	1	2.34	.13
Employment gp x Class	34.75	1	0.22	.64
Employment gp x Sex	344.20	1	2.21	.15
Class x Sex	0.27	1	0.002	.97
Emp. gp x Class x Sex	20.10	1	0.13	.72
Residual	6865.82			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
Out of Reach				
Frequency				
Employment gp	5.54	1	0.98	.33
Class	18.48	1	3.26	.08
Sex	3.15	1	0.56	.46
Employment gp x Class	0.46	1	0.08	.78
Employment gp x Sex	5.86	1	1.03	.32
Class x Sex	2.10	1	0.37	.55
Exp. gp x Class x Sex	4.25	1	0.75	.39
Residual	249.42			
Duration				
Employment gp	34.29	1	0.24	.63
Class	7.27	1	0.05	.82
Sex	69.63	1	0.48	.49
Employment gp x Class	112.21	1	0.78	.38
Employment gp x Sex	75.43	1	0.52	.47
Class x Sex	86.12	1	0.61	.44
Exp. gp x Class x Sex	86.47	1	0.60	.44
Residual	6369.71			
Approach				
Employment gp	17.75	1	0.80	.38
Class	22.39	1	1.01	.32
Sex	5.63	1	0.25	.62
Employment gp x Class	11.52	1	0.52	.48
Employment gp x Sex	66.99	1	3.01	.09
Class x Sex	17.36	1	0.78	.39
Exp. gp x Class x Sex	13.66	1	0.62	.43
Residual	1045.62			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
Mutual Gaze				
Frequency				
Employment gp	645.13	1	4.85	.03
Class	129.31	1	0.97	.33
Sex	979.51	1	7.36	.009
Employment gp x Class	46.88	1	0.35	.56
Employment gp x Sex	40.38	1	0.30	.59
Class x Sex	213.65	1	1.61	.21
Exp. gp x Class x Sex	14.23	1	0.11	.75
Residual	5857.41			
Duration				
Employment gp	181500.00	1	1.57	.22
Class	165059.67	1	1.43	.24
Sex	1808913.93	1	15.61	.0001
Employment gp x Class	12303.51	1	0.11	.75
Employment gp x Sex	62395.23	1	0.54	.47
Class x Sex	4936.95	1	0.04	.84
Exp. gp x Class x Sex	770540.82	1	6.65	.01
Residual	5997033.65			
Mother looks at Infant				
Frequency				
Employment gp	256.22	1	4.24	.05
Class	236.41	1	3.91	.05
Sex	61.97	1	1.03	.32
Employment gp x Class	21.51	1	0.36	.55
Employment gp x Sex	34.00	1	0.56	.46
Class x Sex	23.40	1	0.39	.54
Exp. gp x Class x Sex	7.89	1	0.13	.72
Residual	2839.05			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Duration</u>				
Employment gp	1564.52	1	9.26	.004
Class	40.86	1	0.24	.63
Sex	0.84	1	0.01	.94
Employment gp x Class	119.77	1	0.71	.40
Employment gp x Sex	607.11	1	3.59	.06
Class x Sex	5.42	1	0.03	.86
Emp. gp x Class x Sex	145.90	1	0.86	.36
Residual	7942.94			
<u>Infant looks at Mother</u>				
<u>Frequency</u>				
Employment gp	623.09	1	6.02	.02
Class	211.97	1	2.05	.15
Sex	417.44	1	4.03	.05
Employment gp x Class	0.19	1	0.002	.97
Employment gp x Sex	12.91	1	0.13	.73
Class x Sex	6.62	1	0.09	.77
Emp. gp x Class x Sex	55.66	1	0.54	.47
Residual	4864.51			
<u>Duration</u>				
Employment gp	149.97	1	1.32	.26
Class	584.65	1	5.16	.03
Sex	1242.42	1	10.96	.002
Employment gp x Class	5.78	1	0.05	.82
Employment gp x Sex	0.27	1	0.002	.96
Class x Sex	88.88	1	0.78	.38
Emp. gp x Class x Sex	2.99	1	0.03	.87
Residual	5330.45			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Mother vocalizes to Infant</u>				
<u>Frequency</u>				
Employment gp	4996.39	1	1.93	.17
Class	1168.04	1	0.45	.51
Sex	23399.54	1	9.03	.004
Employment gp x Class	5935.23	1	2.25	.14
Employment gp x Sex	1255.04	1	0.48	.49
Class x Sex	5609.18	1	2.16	.15
Emp. gp x Class x Sex	2121.44	1	0.82	.37
Residual	127034.48			
<u>Duration</u>				
Employment gp	276.71	1	1.77	.19
Class	4.20	1	0.03	.87
Sex	787.47	1	5.03	.03
Employment gp x Class	97.61	1	0.62	.43
Employment gp x Sex	413.00	1	2.64	.11
Class x Sex	265.11	1	1.69	.20
Emp. gp x Class x Sex	196.79	1	1.26	.27
Residual	7666.91			
<u>Infant Stimulation</u>				
<u>Frequency</u>				
Employment gp	1521.96	1	2.26	.14
Class	5.88	1	0.01	.93
Sex	2978.56	1	4.24	.04
Employment gp x Class	137.33	1	0.20	.65
Employment gp x Sex	1795.20	1	2.67	.11
Class x Sex	105.54	1	0.16	.69
Emp. gp x Class x Sex	77.31	1	0.12	.74
Residual	32989.65			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Duration</u>				
Employment gp	149.67	1	1.72	.20
Class	25.79	1	0.30	.59
Sex	170.31	1	1.96	.17
Employment gp x Class	6.20	1	0.07	.79
Employment gp x Sex	377.05	1	4.34	.04
Class x Sex	4.98	1	0.06	.61
Exp. gp x Class x Sex	24.04	1	0.28	.61
Residual	4261.74			
<u>Proximity</u>				
<u>Frequency</u>				
Employment gp	24.78	1	1.17	.28
Class	5.54	1	0.26	.61
Sex	19.34	1	0.92	.34
Employment gp x Class	43.78	1	2.07	.16
Employment gp x Sex	28.46	1	1.35	.25
Class x Sex	41.24	1	1.95	.17
Exp. gp x Class x Sex	65.49	1	3.10	.09
Residual	1035.62			
<u>Duration</u>				
Employment gp	5.18	1	0.01	.94
Class	57.65	1	0.06	.61
Sex	1507.91	1	1.59	.21
Employment gp x Class	656.79	1	0.69	.41
Employment gp x Sex	1211.95	1	1.28	.26
Class x Sex	300.18	1	0.32	.58
Exp. gp x Class x Sex	8.64	1	0.01	.92
Residual	48391.39			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
<u>Infant Play</u>				
<u>Frequency</u>				
Employment gp	65.03	1	0.46	.50
Class	116.46	1	0.83	.37
Sex	354.19	1	2.52	.12
Employment gp x Class	71.72	1	0.51	.48
Employment gp x Sex	199.08	1	1.41	.24
Class x Sex	2.26	1	0.02	.90
Exp. gp x Class x Sex	13.92	1	0.10	.76
Residual	4504.55			
<u>Duration</u>				
Employment gp	316.79	1	0.56	.46
Class	25.12	1	0.04	.84
Sex	347.63	1	0.61	.44
Employment gp x Class	84.82	1	0.15	.70
Employment gp x Sex	24.38	1	0.04	.84
Class x Sex	18.45	1	0.03	.66
Exp. gp x Class x Sex	808.17	1	1.42	.24
Residual	18265.32			
<u>Affectionate Behaviour</u>				
<u>Frequency</u>				
Employment gp	144.15	1	0.41	.52
Class	1010.49	1	2.89	.10
Sex	2949.63	1	8.42	.005
Employment gp x Class	1498.85	1	4.28	.04
Employment gp x Sex	107.28	1	0.31	.58
Class x Sex	743.58	1	2.14	.15
Exp. gp x Class x Sex	311.25	1	0.89	.35
Residual	18211.00			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
Duration				
Employment gp	16.66	1	0.05	.82
Class	399.86	1	1.26	.27
Sex	1760.71	1	5.63	.02
Employment gp x Class	5.32	1	0.02	.90
Employment gp x Sex	488.58	1	1.54	.22
Class x Sex	161.63	1	0.51	.48
Emp. gp x Class x Sex	58.33	1	0.18	.67
Residual	16455.95			
Crying				
Frequency				
Employment gp	370.02	1	0.97	.33
Class	329.28	1	0.86	.36
Sex	50.48	1	0.13	.72
Employment gp x Class	2.92	1	0.01	.93
Employment gp x Sex	707.00	1	1.85	.18
Class x Sex	122.03	1	0.32	.58
Emp. gp x Class x Sex	574.53	1	1.50	.23
Residual	19898.86			
Duration				
Employment gp	156.21	1	1.08	.30
Class	197.95	1	1.37	.25
Sex	10.64	1	0.09	.79
Employment gp x Class	99.28	1	0.69	.41
Employment gp x Sex	201.70	1	1.40	.24
Class x Sex	95.00	1	0.66	.42
Emp. gp x Class x Sex	54.62	1	0.38	.54
Residual	7520.21			

Table (10) cont

Source	Sum of Sq	df	F-value	Signif. of F
Caretaking Behaviour				
Frequency				
Employment gp	46.82	1	0.12	.73
Class	19.21	1	0.05	.83
Sex	485.84	1	1.22	.28
Employment gp x Class	133.22	1	0.33	.57
Employment gp x Sex	0.16	1	0.000	.98
Class x Sex	1.16	1	0.003	.96
Emp. gp x Class x Sex	189.79	1	0.48	.49
Residual	20771.64			
Duration				
Employment gp	28.10	1	0.07	.79
Class	157.55	1	0.40	.53
Sex	7.73	1	0.02	.89
Employment gp x Class	639.86	1	1.62	.21
Employment gp x Sex	1.16	1	0.003	.96
Class x Sex	10.19	1	0.03	.87
Emp. gp x Class x Sex	734.47	1	1.86	.16
Residual	20529.55			

Table (11) Mothers' employment status and caretaking arrangements at fifteen months' post-partum

Variable	NW (%)	PT (%)	Total (%)	Significance
<u>Taken paid employment</u>				
Yes	7 (25.9)	20 (69.0)	27 (48.2)	Chi-sq=8.72 df = 1 sig = .003
No	20 (74.1)	9 (31.0)	29 (51.8)	
	n = 27	n = 29	N = 56	
<u>Number of jobs</u>				
1	6 (85.7)	16 (80.0)	22 (81.5)	N/S
2	0	4 (20.0)	4 (14.8)	
6	1 (14.3)	0	1 (3.7)	
	n = 7	n = 20	N = 27	
<u>Job classification</u>				
Unskilled	0	1 (5.0)	1 (3.7)	N/S
Non-manual	5 (71.4)	13 (65.0)	18 (66.7)	
Professional	2 (28.6)	6 (30.0)	8 (29.6)	
	n = 7	n = 20	N = 27	
<u>Number of hours worked</u>				
Range	2 - 35	8 - 37		N/S
Mean	22.86	17.15		
<u>Current employment status</u>				
Not worked, will not	18 (66.7)	4 (13.8)	22 (39.3)	Chi-sq=52.5 df = 5 sig = .0001
Have worked, not now	3 (11.1)	5 (17.2)	4 (14.3)	
Working, will continue	2 (7.4)	12 (41.4)	14 (25.0)	
Working, will stop	1 (3.7)	1 (3.4)	2 (3.6)	
Only temp not working	2 (7.4)	6 (20.7)	8 (14.3)	
Not worked, will soon	1 (3.7)	1 (3.4)	2 (3.6)	
	n = 27	n = 29	N = 56	
<u>Child care arrangements</u>				
Relative	4 (80.0)	9 (60.0)	13 (65.0)	N/S
Paid neighbour	0	3 (20.0)	3 (15.0)	
Reg. childminder	1 (20.0)	2 (13.3)	3 (15.0)	
'Nanny'	0	1 (6.7)	1 (5.0)	
	n = 5	n = 15	N = 20	

Table (11) cont

Variable	NW (%)	PT (%)	Total (%)	Significance
<u>Reasons for working</u>				
Financial	8 (88.9)	9 (36.0)	17 (50.0)	Chi-sq=8.74 df = 4 sig. = .06
Importance of career	1 (11.1)	8 (32.0)	9 (26.5)	
Adult company	0	3 (12.0)	3 (8.8)	
Boredom w. routines	0	3 (12.0)	3 (8.8)	
Asked to help temp.	0	2 (8.0)	2 (5.9)	
	n = 9	n = 25	N = 34	
<u>Reasons for giving up work</u>				
Pregnant again	1 (33.3)	0	1 (12.5)	N/S
Job was temporary	2 (66.7)	1 (20.0)	3 (37.5)	
Child care diffics	0	4 (80.0)	4 (50.0)	
	n = 3	n = 5	N = 8	
<u>Satisfaction with arrangement</u>				
Very satisfied	2 (40.0)	9 (60.0)	11 (55.0)	N/S
Quite satisfied	1 (20.0)	5 (33.3)	6 (30.0)	
Neutral	0	1 (6.7)	1 (5.0)	
Not very satisfied	2 (40.0)	0	2 (10.0)	
Dissatisfied	0	0	0	
	n = 5	n = 15	N = 20	
<u>Age of child entering care</u>				
Less than 3 mths	0	3 (20.0)	3 (15.0)	N/S
4 - 6 mths	1 (20.0)	4 (26.7)	5 (25.0)	
7 - 9 mths	3 (60.0)	3 (20.0)	6 (30.0)	
10 - 12 mths	0	1 (6.7)	1 (5.0)	
13 - 15 mths	1 (20.0)	4 (26.7)	5 (25.0)	
<u>Mothers' 'ideal' arrangement</u>				
Same	5 (100.0)	12 (80.0)	17 (85.0)	N/S
Relative	0	3 (20.0)	3 (15.0)	
	n = 5	n = 15	N = 20	

Table 12 Socio-Emotional Development Questionnaire
Intercorrelation Matrix

Scales	SSK	EMEX	FBEH	EMPY	FSTR	SEP	TOL
EMEX	.30 p=.01						
FBEH	.15 p=.14	.09 p=.26					
EMPY	.10 p=.22	.05 p=.34	-.03 p=.40				
FSTR	.52 p=.0001	.14 p=.15	.26 p=.03	.19 p=.08			
SEP	-.02 p=.44	.07 p=.29	-.17 p=.11	-.13 p=.17	.13 p=.17		
TOL	.27 p=.02	.24 p=.04	.16 p=.12	-.18 p=.09	.26 p=.03	.32 p=.008	
IND	.08 p=.27	.10 p=.22	-.02 p=.45	.22 p=.05	.01 p=.47	.17 p=.11	.02 p=.44

EMEX = Emotional expression

FBEH = Fearful, self-punitive, or excessive behaviour

EMPY = Empathy

FSTR = Fear of strangers

SEP = Separation from mother

IND = Independence

TOL = Tolerance of departures from normal routines

Table 13 Socio-Emotional Development Questionnaire : Summary of ANOVA in terms of mothers' employment intentions

Variable	Sum of Sq	df	F-value	Significance
<u>Sociability & social skills</u>				
: Employment gp	124.13	1	0.40	N/S
: Class	868.68	1	2.81	N/S
: Sex	193.06	1	0.63	N/S
: Emp. gp x Class	445.70	1	1.44	N/S
: Emp. gp x Sex	1078.45	1	3.49	p = .07
: Class x Sex	31.16	1	0.10	N/S
: Emp gp x Class x Sex	2252.24	1	7.29	p = .01
: Residual	13897.03			
<u>Emotional expression</u>				
: Employment gp	7.51	1	0.02	N/S
: Class	112.28	1	0.35	N/S
: Sex	734.21	1	2.27	N/S
: Emp gp x Class	44.42	1	0.14	N/S
: Emp gp x Sex	92.91	1	0.29	N/S
: Class x Sex	0.72	1	0.002	N/S
: Emp gp x Class x Sex	768.31	1	2.38	N/S
: Residual	14555.88			
<u>Fearful, self-punitive or excessive behaviour</u>				
: Employment gp	1359.53	1	4.31	p = .04
: Class	0.32	1	0.001	N/S
: Sex	86.54	1	0.27	N/S
: Emp gp x Class	55.01	1	0.17	N/S
: Emp gp x Sex	1209.32	1	3.83	p = .06
: Class x Sex	3026.31	1	9.59	p = .003
: Emp gp x Class x Sex	16.71	1	0.05	N/S
: Residual	14208.55			
<u>Empathy</u>				
: Employment gp	9273.00	1	2.18	N/S
: Class	2019.91	1	0.48	N/S

Table 13 cont

Variable	Sum of Sq	df	F-value	Significance
<u>Empathy cont</u>				
: Sex	471.64	1	0.11	N/S
: Emp gp x Class	680.71	1	0.16	N/S
: Employment gp x Sex	123.16	1	0.03	N/S
: Class x Sex	608.35	1	0.14	N/S
: Emp gp x Class x Sex	709.29	1	0.17	N/S
: Residual	191034.17			
<u>Total Emotionality</u>				
: Employment gp	83.02	1	0.48	N/S
: Class	19.70	1	0.12	N/S
: Sex	34.49	1	0.20	N/S
: Employment gp x Class	43.86	1	0.26	N/S
: Employment gp x Sex	154.81	1	0.90	N/S
: Class x Sex	266.31	1	1.55	N/S
: Emp gp x Class x Sex	370.78	1	2.16	N/S
: Residual	7734.02			
<u>Fear of strangers</u>				
: Employment gp	269.41	1	0.13	N/S
: Class	368.94	1	0.18	N/S
: Sex	49.58	1	0.02	N/S
: Employment gp x Class	35.87	1	0.02	N/S
: Employment gp x Sex	2858.22	1	1.39	N/S
: Class x Sex	918.76	1	0.45	N/S
: Emp gp x Class x Sex	30.74	1	0.02	N/S
: Residual	98966.38			
<u>Separation from mother</u>				
: Employment gp	834.76	1	0.72	N/S
: Class	323.83	1	0.28	N/S
: Sex	1513.00	1	1.30	N/S
: Emp gp x Class	5122.19	1	4.41	p = .04
: Employment gp x Sex	50.38	1	0.04	N/S

Table 13 cont

Variable	Sum of Sq	df	F-value	Significance
<u>Separation from Mother cont</u>				
: Class x Sex	3420.66	1	2.94	p = .09
: Emp gp x Class x Sex	189.51	1	0.16	N/S
: Residual	55801.08			
<u>Tolerance for departures from normal routines</u>				
: Employment gp	9983.85	1	8.90	p = .004
: Class	2906.18	1	2.59	N/S
: Sex	354.26	1	0.32	N/S
: Emp gp x Class	863.49	1	0.77	N/S
: Employment gp x Sex	4285.71	1	3.82	p = .06
: Class x Sex	1057.87	1	0.94	N/S
: Emp gp x Class x Sex	20.83	1	0.03	N/S
: Residual	53826.34			
<u>Independence</u>				
: Employment gp	950.26	1	1.54	N/S
: Class	321.49	1	0.52	N/S
: Sex	1706.05	1	2.76	N/S
: Employment gp x Class	974.03	1	1.58	N/S
: Employment gp x Sex	107.66	1	0.17	N/S
: Class x Sex	300.63	1	0.49	N/S
: Emp gp x Class x Sex	617.91	1	1.00	N/S
: Residual	29684.77			
<u>Total emotional security</u>				
: Employment gp	1537.22	1	2.80	N/S
: Class	1211.85	1	2.21	N/S
: Sex	260.93	1	0.48	N/S
: Emp gp x Class	1386.93	1	2.53	N/S
: Employment gp x Sex	77.10	1	0.14	N/S
: Class x Sex	90.73	1	0.17	N/S
: Emp gp x Class x Sex	56.78	1	0.10	N/S
: Residual	26312.15			

Table 14 Socio-Emotional Development Questionnaire : Summary of ANOVA in terms of mothers' actual employment status

Variable	Sum of Sq	df	F-value	Significance
<u>Sociability & Social Skills</u>				
: Employment status	845.59	1	3.24	p = .08
: Class	860.75	1	3.30	p = .08
: Sex	240.48	1	0.92	N/S
: Emp status x Class	465.02	1	1.78	N/S
: Emp status x Sex	204.60	1	0.78	N/S
: Class x Sex	555.07	1	2.13	N/S
: Emp status x Class x Sex	3880.97	1	14.86	p = .0001
: Residual	11751.42			
<u>Emotional Expression</u>				
: Employment status	31.18	1	0.10	N/S
: Class	113.05	1	0.36	N/S
: Sex	1717.54	1	5.50	p = .02
: Emp status x Class	44.59	1	0.14	N/S
: Emp status x Sex	209.98	1	0.67	N/S
: Class x Sex	0.13	1	0.000	N/S
: Emp status x Class x Sex	122.37	1	0.39	N/S
: Residual	14060.25			
<u>Fearful, self-punitive or excessive behaviour</u>				
: Employment status	92.49	1	0.30	N/S
: Class	2.13	1	0.007	N/S
: Sex	157.28	1	0.52	N/S
: Emp status x Class	456.60	1	1.50	N/S
: Emp status x Sex	1793.62	1	5.90	p = .02
: Class x Sex	2002.29	1	6.59	p = .01
: Emp status x Class x Sex	1916.94	1	6.31	p = .02
: Residual	13674.92			

Table 14 cont

Variable	Sum of Sq	df	F-value	Significance
<u>Empathy</u>				
: Employment status	15301.26	1	3.97	p = .05
: Class	2321.19	1	0.60	N/S
: Sex	229.27	1	0.06	N/S
: Emp status x Class	5346.59	1	1.39	N/S
: Emp status x Sex	3530.29	1	0.91	N/S
: Class x Sex	3384.29	1	0.88	N/S
: Emp status x Class x Sex	2078.80	1	0.54	N/S
: Residual	173274.56			
<u>Total Emotionality</u>				
: Employment status	27.15	1	0.19	N/S
: Class	14.29	1	0.10	N/S
: Sex	145.69	1	1.02	N/S
: Emp status x Class	7.83	1	0.06	N/S
: Emp status x Sex	1330.25	1	9.30	p = .004
: Class x Sex	245.38	1	1.72	N/S
: Emp status x Class x Sex	573.95	1	4.01	p = .05
: Residual	6440.42			

Table 14 cont

Variable	Sum of Sq	df	F-value	Significance
<u>Fear of Strangers</u>				
: Employment status	1394.29	1	0.74	N/S
: Class	320.30	1	0.17	N/S
: Sex	189.80	1	0.10	N/S
: Emp status x Class	167.20	1	0.09	N/S
: Emp status x Sex	5930.69	1	3.15	p = .08
: Class x Sex	2987.21	1	1.59	N/S
: Emp status x Class x Sex	2827.39	1	1.50	N/S
: Residual	90333.15			
<u>Separation from Mother</u>				
: Employment status	897.72	1	0.71	N/S
: Class	493.81	1	0.39	N/S
: Sex	432.16	1	0.34	N/S
: Emp status x Class	953.87	1	0.75	N/S
: Emp status x Sex	961.42	1	0.76	N/S
: Class x Sex	1290.45	1	1.02	N/S
: Emp status x Class x Sex	7.65	1	0.006	N/S
: Residual	60965.22			
<u>Tolerance for departures from normal routines</u>				
: Employment status	315.09	1	0.24	N/S
: Class	3630.53	1	2.81	p = .10
: Sex	2360.93	1	1.83	N/S
: Emp status x Class	34.54	1	0.03	N/S
: Emp status x Sex	3757.42	1	2.91	p = .09
: Class x Sex	50.30	1	0.04	N/S
: Emp status x Class x Sex	962.48	1	0.75	N/S
: Residual	61949.43			

Table 14 cont

Variable	Sum of Sq	df	F-value	Significance
<u>Independence</u>				
: Employment status	1.60	1	0.002	N/S
: Class	406.99	1	0.62	N/S
: Sex	1346.83	1	2.04	N/S
: Emp status x Class	71.70	1	0.11	N/S
: Emp status x Sex	5.72	1	0.009	N/S
: Class x Sex	753.59	1	1.14	N/S
: Emp status x Class x Sex	254.51	1	0.61	N/S
: Residual	31678.96			
<u>Total Emotional Security</u>				
: Employment status	497.38	1	0.87	N/S
: Class	1313.91	1	2.30	N/S
: Sex	30.27	1	0.05	N/S
: Emp status x Class	0.06	1	0.000	N/S
: Emp status x Sex	967.78	1	1.69	N/S
: Class x Sex	275.55	1	0.48	N/S
: Emp status x Class x Sex	411.53	1	0.72	N/S
: Residual	27477.51			

Table (15)

Problems or 'Areas of Difficulty'

Variable	Not worked(%) n = 29	Worked(%) n = 27	Total(%) N = 56	Significance
<hr/>				
<u>Behaviour</u>				
<u>Problem :</u>				
No	20 (69.0)	16 (59.3)	36 (64.3)	N/S
Yes	9 (31.0)	11 (40.7)	20 (35.7)	
<u>Frequency:</u>				
Occasional	2 (22.2)	1 (9.1)	3 (15.0)	N/S
Frequent	5 (55.6)	10 (90.9)	15 (75.0)	
Constant	2 (22.2)	0	2 (10.0)	
<u>Severity:</u>				
Minor	4 (44.4)	3 (27.3)	7 (35.0)	N/S
Moderate	4 (44.4)	6 (54.5)	10 (50.0)	
Major	1 (11.1)	2 (18.2)	3 (15.0)	
<u>Advice sought:</u>				
None	5 (55.6)	6 (54.5)	11 (55.0)	N/S
Friends etc	2 (22.2)	2 (18.2)	4 (20.0)	
Clinic	1 (11.1)	3 (27.3)	4 (20.0)	
G.P.	1 (11.1)	0	1 (5.0)	
<u>Sleep</u>				
<u>Problem:</u>				
No	24 (82.8)	19 (70.4)	43 (76.8)	N/S
Yes	5 (17.2)	8 (29.6)	13 (23.2)	
<u>Frequency:</u>				
Occasional	1 (20.0)	0	1 (7.7)	tau c = .66 sig = .009
Frequent	3 (60.0)	1 (12.5)	4 (30.8)	
Constant	1 (20.0)	7 (87.5)	8 (61.5)	

Table (15) cont

Variable	Not worked(%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
<hr/>				
<u>Sleep cont</u>				
<u>Severity:</u>				
Minor	2 (40.0)	3 (37.5)	5 (38.5)	N/S
Moderate	2 (40.0)	3 (37.5)	5 (38.5)	
Major	1 (20.0)	2 (25.0)	3 (23.1)	
<u>Advice sought:</u>				
None	3 (60.0)	4 (50.0)	7 (53.8)	N/S
Friends etc	0	1 (12.5)	1 (7.7)	
Clinic	1 (20.0)	1 (12.5)	2 (15.4)	
G.P.	1 (20.0)	2 (25.0)	3 (23.1)	
<u>Eating</u>				
<u>Problem:</u>				
No	24 (82.8)	22 (81.5)	46 (82.1)	N/S
Yes	5 (17.2)	5 (18.5)	10 (17.9)	
<u>Frequency:</u>				
Occasional	3 (60.0)	1 (20.0)	4 (40.0)	N/S
Frequent	1 (20.0)	3 (60.0)	4 (40.0)	
Constant	1 (20.0)	1 (20.0)	2 (20.0)	
<u>Severity:</u>				
Minor	3 (60.0)	3 (60.0)	6 (60.0)	N/S
Moderate	2 (40.0)	2 (40.0)	4 (40.0)	
<u>Advice sought:</u>				
None	4 (80.0)	3 (60.0)	7 (70.0)	N/S
Friends etc	0	1 (20.0)	1 (10.0)	
Clinic	0	1 (20.0)	1 (10.0)	
Referral on from G.P.	1 (20.0)	0	1 (10.0)	

Table (15) cont

Variable	Not Worked(%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
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HealthProblem:

No	24 (82.8)	22 (81.5)	46 (82.1)	
Yes	5 (17.2)	5 (18.5)	10 (17.9)	N/S

Frequency:

Occasional	2 (40.0)	2 (40.0)	4 (40.0)	
Frequent	2 (40.0)	2 (40.0)	4 (40.0)	N/S
Constant	1 (20.0)	1 (20.0)	2 (20.0)	

Severity:

Minor	0	1 (20.0)	1 (10.0)	
Moderate	4 (80.0)	1 (20.0)	5 (50.0)	N/S
Major	1 (20.0)	3 (60.0)	4 (40.0)	

Advice sought:

Clinic	1 (20.0)	1 (20.0)	2 (20.0)	
G.P.	3 (60.0)	1 (20.0)	4 (40.0)	N/S
Referral on from G.P.	1 (20.0)	3 (60.0)	4 (40.0)	

Toilet trainingProblem:

No	26 (89.7)	23 (85.2)	49 (87.5)	
Yes	3 (10.3)	4 (14.8)	7 (12.5)	N/S

Frequency:

Occasional	1 (33.3)	0	1 (14.3)	
Frequent	1 (33.3)	2 (50.0)	3 (42.9)	N/S
Constant	1 (33.3)	2 (50.0)	3 (42.9)	

Table (15) cont

Variable	Not worked(%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
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Toilet training contSeverity:

Minor	1 (33.3)	2 (50.0)	3 (42.9)	
Moderate	2 (66.7)	2 (50.0)	4 (57.1)	N/S

Advice sought:

None	2 (66.7)	3 (75.0)	5 (71.4)	
Friends etc	1 (33.3)	1 (25.0)	2 (28.6)	N/S

DevelopmentProblem:

No	28 (96.6)	24 (88.9)	52 (92.9)	N/S
Yes	1 (3.4)	3 (11.1)	4 (7.1)	

Frequency:

Occasional	1 (100.0)	1 (33.3)	2 (50.0)	
Frequent	0	1 (33.3)	1 (25.0)	N/S
Constant	0	1 (33.3)	1 (25.0)	

Severity:

Moderate	0	3 (100.0)	3 (75.0)	
Major	1 (100.0)	0	1 (25.0)	N/S

Advice sought:

None	0	2 (66.7)	2 (50.0)	
Friends etc	0	1 (33.3)	1 (25.0)	N/S
Other	1 (100.0)	0	1 (25.0)	

ManagementProblem:

No	28 (96.6)	25 (92.6)	53 (94.6)	N/S
Yes	1 (3.4)	2 (7.4)	3 (5.4)	

Table (15) cont

Variable	Not worked(%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
<hr/>				
<u>Management cont</u>				
<u>Frequency:</u>				
Occasional	1 (100.0)	0	1 (33.3)	N/S
Frequent	0	1 (50.0)	1 (33.3)	
Constant	0	1 (50.0)	1 (33.3)	
<u>Severity:</u>				
Minor	1 (100.0)	0	1 (33.3)	N/S
Moderate	0	2 (100.0)	2 (66.7)	
<u>Advice sought:</u>				
None	1 (100.0)	0	1 (33.3)	N/S
Friends etc	0	1 (50.0)	1 (33.3)	
Clinic	0	1 (50.0)	1 (33.3)	

Table (16)

Career Orientation

(a)

Analyses in terms of employment intentions

Variable	NW (%) n = 27	PT (%) n = 29	Total (%) N = 56	Significance
<u>What is missed about work</u>				
Money	11 (40.7)	9 (31.0)	20 (35.7)	
Adult company	7 (25.9)	8 (27.6)	15 (26.8)	
'Doing something worthwhile'	2 (7.4)	3 (10.3)	5 (8.9)	
Getting out of house	1 (3.7)	5 (17.2)	6 (10.7)	N/S
Job interest	3 (11.1)	3 (10.3)	6 (10.7)	
Fulfilling ambitions	0	1 (3.4)	1 (1.8)	
Nothing	3 (11.1)	0	3 (5.4)	
<u>Frequency of missing above</u>				
Never	4 (14.8)	1 (3.4)	5 (8.9)	
Very rarely	8 (29.6)	3 (10.3)	11 (19.6)	
Sometimes	12 (44.4)	17 (58.6)	29 (51.8)	tau c=0.37
Frequently	2 (7.4)	5 (17.2)	7 (12.5)	sig = .005
Constantly	1 (3.7)	3 (10.3)	4 (7.1)	
<u>What is/was bad about working</u>				
Nothing	7 (25.9)	6 (20.7)	13 (23.2)	Chi-sq=16.3
Travelling	6 (22.2)	5 (17.2)	11 (19.6)	df = 7
Tiring	0	10 (34.5)	10 (17.9)	sig = .02
No time for self	2 (7.4)	0	2 (3.6)	
No time for leisure	0	2 (6.9)	2 (3.6)	
Boring routines	5 (18.5)	2 (6.9)	7 (12.5)	
Being told what to do	2 (7.4)	2 (6.9)	4 (7.1)	
Getting up early	2 (7.4)	0	2 (3.6)	
Various	3 (11.1)	2 (6.9)	5 (8.9)	
<u>Mothers' ratings of work importance</u>				
Of no importance	3 (11.1)	0	3 (5.4)	
Not very important	4 (14.8)	2 (6.9)	6 (10.7)	
Of some importance	5 (18.5)	3 (10.3)	8 (14.3)	tau c = .2
Quite important	7 (25.9)	16 (55.2)	23 (41.1)	sig = .08
Very important	8 (29.6)	8 (27.6)	16 (28.6)	

Table (16a) cont

Variable	NW (%) n = 27	PT (%) n = 29	Total (%) N = 56	Significance
<u>Mothers' ratings of satisfaction from work</u>				
None	1 (3.7)	1 (3.4)	2 (3.6)	
Very little	2 (7.4)	2 (6.9)	4 (7.1)	
Some	7 (25.9)	2 (6.9)	9 (16.1)	N/S
Quite a lot	9 (33.3)	17 (58.6)	26 (46.4)	
A great deal	8 (29.6)	7 (24.1)	15 (26.8)	
<u>Unfulfilled work ambitions</u>				
Yes	6 (22.2)	16 (55.2)	22 (39.3)	Chi-sq=5.06
No	21 (77.8)	13 (44.8)	34 (60.7)	df = 1
				sig = .02
<u>Author's ratings of career orientation</u>				
Career not important	5 (18.5)	1 (3.4)	6 (10.7)	
Of slight importance	4 (14.8)	2 (6.9)	6 (10.7)	
Of some importance	6 (22.2)	2 (6.9)	8 (14.3)	tau c = .38
Quite important	7 (25.9)	15 (51.7)	22 (39.3)	sig = .006
Career v. important	5 (18.5)	9 (31.0)	14 (25.0)	
<u>Congruence between career orientation and employment intentions</u>				
Congruent	25 (92.6)	19 (65.5)	44 (78.6)	Chi-sq = 4.6
Incongruent	2 (7.4)	10 (34.5)	12 (21.4)	sig = .03

Table (16)

Career orientation

(b)

Analyses in terms of actual employment status

Variable	Not worked (%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
<u>What is missed about work</u>				
Money	11 (37.9)	9 (33.3)	20 (35.7)	
Adult company	7 (24.1)	8 (29.6)	15 (26.8)	
'Doing something worthwhile'	3 (10.3)	2 (7.4)	5 (8.9)	N/S
Get out of house	2 (6.9)	4 (14.8)	6 (10.7)	
Job interest	3 (10.3)	3 (11.1)	6 (10.7)	
Fulfil ambitions	0	1 (3.7)	1 (1.8)	
Nothing	3 (10.3)	0	3 (5.4)	
<u>Frequency of missing above</u>				
Never	3 (10.3)	2 (7.4)	5 (8.9)	
Very rarely	9 (31.0)	2 (7.4)	11 (19.6)	
Sometimes	14 (48.3)	15 (55.6)	29 (51.8)	tau c = .34
Frequently	2 (6.9)	5 (18.5)	7 (12.5)	sig = .009
Constantly	1 (3.4)	3 (11.1)	4 (7.1)	
<u>What is/was bad about working</u>				
Nothing	7 (24.1)	7 (25.9)	14 (25.0)	
Travelling	7 (24.1)	4 (14.8)	11 (19.6)	
Tiring	2 (6.9)	8 (29.6)	10 (17.9)	N/S
No time for self	0	1 (3.7)	1 (1.8)	
No leisure time	2 (6.9)	0	2 (3.6)	
Boring routines	4 (13.8)	3 (11.1)	7 (12.5)	
Told what to do	2 (6.9)	2 (7.4)	4 (7.1)	
Getting up early	2 (6.9)	0	2 (3.6)	
Other	3 (10.3)	2 (7.4)	5 (8.9)	
<u>Mothers' ratings of work importance</u>				
Of no importance	3 (10.3)	0	3 (5.4)	
Not v. important	3 (10.3)	3 (11.1)	6 (10.7)	
Some importance	6 (20.7)	2 (7.4)	8 (14.3)	N/S

Table (16b) cont

Variable	Not worked (%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
Quite important	9 (31.0)	14 (51.9)	23 (41.1)	
Very important	8 (27.6)	8 (29.6)	16 (28.6)	
<u>Mothers' ratings of work satisfaction</u>				
None	1 (3.4)	1 (3.7)	2 (3.6)	
Very little	2 (6.9)	2 (7.4)	4 (7.1)	
Some	6 (20.7)	3 (11.1)	9 (16.1)	N/S
Quite a lot	13 (44.8)	13 (48.1)	26 (46.4)	
A great deal	7 (24.1)	8 (29.6)	15 (26.8)	
<u>Unfulfilled work ambitions</u>				
Yes	11 (37.9)	11 (40.7)	22 (39.3)	
No	18 (62.1)	16 (59.3)	34 (60.7)	N/S
<u>Author's ratings of career orientation</u>				
Not important	5 (17.2)	1 (3.7)	6 (10.7)	
Slight importance	3 (10.3)	3 (11.1)	6 (10.7)	
Some importance	6 (20.7)	2 (7.4)	8 (14.3)	tau c = .3
Quite important	10 (34.5)	12 (44.4)	22 (39.3)	sig = .02
Very important	5 (17.2)	9 (33.3)	14 (25.0)	
<u>Satisfaction with current employment status</u>				
Not working, prefer				
to work	9 (31.0)	3 (11.1)	12 (21.4)	
Happy as NW	20 (69.0)	8 (29.6)	28 (50.0)	
Working, prefer NW	0	1 (3.7)	1 (1.8)	tau c = .61
Happy working	0	15 (55.6)	15 (26.8)	sig = .0001
<u>Congruence between career orientation and actual employment status</u>				
Congruent	20 (69.0)	24 (88.9)	44 (78.6)	
Incongruent	9 (31.0)	3 (11.1)	12 (21.4)	

Table 17 Relationships between Motherhood Importance, Work Importance, Maternal Satisfaction and selected variables from Phase I

	Motherhood Importance	Work Importance	Maternal Satisfaction
Qualifications from school	$r = .10$ (N/S)	$r = .43$ (N/S)	$r = -.02$ (sig = .10)
Further education	$r = -.06$ (N/S)	$r = .26$ (sig = .06)	$r = -.25$ (sig = .06)
Further qualifications	$r = -.19$ (N/S)	$r = -.01$ (N/S)	$r = -.24$ (sig = .08)
Last job classification	$r = -.01$ (N/S)	$r = .28$ (sig = .02)	$r = .15$ (N/S)
Job rating	$r = -.27$ (sig = .02)	$r = -.43$ (sig = .001)	$r = .08$ (N/S)
Work attitudes in pregnancy	$r = -.23$ (sig = .04)	$r = .30$ (sig = .01)	$r = -.22$ (sig = .05)
Work intentions in pregnancy	$r = -.24$ (sig = .04)	$r = .25$ (sig = .03)	$r = -.17$ (N/S)
Child-rearing attitudes in pregnancy	$r = -.22$ (sig = .05)	$r = .22$ (sig = .05)	$r = -.01$ (N/S)
Attitudes to working in baby's first year	$r = -.18$ (sig = .09)	$r = .27$ (sig = .06)	$r = .03$ (N/S)
Attitudes to work at 3mths post-partum	$r = -.07$ (N/S)	$r = .41$ (sig = .001)	$r = -.15$ (N/S)
Employment intentions at 3mths post-partum	$r = -.02$ (N/S)	$r = .31$ (sig = .009)	$r = -.22$ (sig = .05)
Rating of satisfaction with motherhood at 3 mths post-partum	$r = -.18$ (sig = .09)	$r = .38$ (sig = .002)	$r = .24$ (sig = .04)

Table (18) Motherhood Importance
(a) In terms of employment intentions

Variable	NW (%) n =27	PT(%) n = 29	Total (%) N = 56	Significance
<u>Looking forward to motherhood</u>				
Not at all	2 (7.4)	0	2 (3.6)	N/S
Very little	2 (7.4)	1 (3.4)	3 (5.4)	
Somewhat	0	2 (6.9)	2 (3.6)	
Quite a lot	5 (18.5)	6 (20.7)	11 (19.6)	
Very much	18 (66.7)	20 (69.0)	38 (67.9)	
<u>Enjoyed most about motherhood</u>				
Watching child grow/	16 (59.3)	16 (55.2)	32 (57.1)	N/S
Mutual attachment	9 (33.3)	11 (37.9)	20 (35.7)	
Feeling responsible	1 (3.7)	1 (3.4)	2 (3.6)	
Playing with child	0	1 (3.4)	1 (1.8)	
Child care	1 (3.7)	0	1 (1.8)	
<u>Enjoyed least about motherhood</u>				
Tiredness	6 (22.2)	7 (24.1)	13 (23.2)	N/S
Repetitive routines	6 (22.2)	6 (20.7)	12 (21.4)	
Being tied to house	2 (7.4)	5 (17.2)	7 (12.5)	
No time for self	4 (14.8)	5 (17.2)	9 (16.1)	
Putting child first	5 (18.5)	2 (6.9)	7 (12.5)	
Child care diffics	1 (3.7)	2 (6.9)	3 (5.4)	
Nothing	3 (11.1)	2 (6.9)	5 (8.9)	
<u>Author's ratings of motherhood importance</u>				
Of some importance	2 (7.4)	2 (6.9)	4 (7.1)	
Quite important	8 (29.6)	14 (48.3)	22 (39.3)	
Very important	17 (63.0)	13 (44.8)	30 (53.6)	

Table (18)

Motherhood importance

(b)

In terms of actual employment status

Variable	Worked(%) n = 29	Not worked (%) n = 27	Total(%) N = 56	Significance
<u>Looked forward to motherhood</u>				
Not at all	2 (6.9)	0	2 (3.6)	
Very little	3 (10.3)	0	3 (5.4)	
Somewhat	1 (3.4)	1 (3.7)	2 (3.6)	tau c=.17
Quite a lot	5 (17.2)	6 (22.2)	11 (19.6)	sig = .09
Very much	18 (62.1)	20 (74.1)	38 (67.9)	
<u>Enjoyed most about motherhood</u>				
Watching inf grow	16 (55.2)	16 (59.3)	32 (57.1)	
Mutual attachment	12 (41.4)	8 (29.6)	20 (35.7)	
Responsibility	1 (3.4)	1 (3.7)	2 (3.6)	N/S
Playing with chil	0	1 (3.7)	1 (1.8)	
Child care	0	1 (3.7)	1 (1.8)	
<u>Enjoyed least about motherhood</u>				
Tiredness	7 (24.1)	6 (22.2)	13 (23.2)	
Repet. routines	8 (27.6)	4 (14.8)	12 (21.4)	
Tied to house	4 (13.8)	3 (11.1)	7 (12.5)	
No time for self	5 (17.2)	4 (14.8)	9 (16.1)	N/S
Putting inf first	2 (6.9)	5 (18.5)	7 (12.5)	
Child care diffics	0	3 (11.1)	3 (5.4)	
Nothing	3 (10.3)	2 (7.4)	5 (8.9)	
<u>Author's ratings of motherhood importance</u>				
Of some importance	3 (10.3)	1 (3.7)	4 (7.1)	
Quite important	10 (34.5)	12 (44.4)	22 (39.3)	N/S
Very important	16 (55.2)	14 (51.9)	30 (53.6)	

Table 18

Motherhood Importance(b) In terms of actual employment status

Variable	Worked (%)	Not worked (%)	Total (%)	Significance
	n = 29	n = 27	N = 56	

Author's ratings of motherhood importance

Of some importance	3 (10.3)	1 (3.7)	4 (7.1)	
Quite important	10 (34.5)	12 (44.4)	22 (39.3)	N/S
Very important	16 (55.2)	14 (51.9)	30 (53.6)	

Table 18

Motherhood Importance(c) In terms of congruence

Variable	Congruent (%)	Incongruent (%)	Total (%)	Significance
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Author's ratings of motherhood importance

Of some importance	2 (4.5)	2 (16.7)	4 (7.1)	
Quite important	15 (34.1)	7 (58.3)	22 (39.3)	tau c = .26
Very important	27 (61.4)	3 (25.0)	30 (53.6)	sig = .009

Table (19)

Maternal Welfarea) In terms of mothers' employment intentions

Variable	NW (%) n = 27	PT (%) n = 29	Total (%) N = 56	Significance
<u>Physical well-being since birth</u>				
<u>:General Health</u>				
Very good	18 (66.7)	13 (44.8)	31 (55.4)	tau c = -.20
Quite good	7 (25.9)	14 (48.3)	21 (37.5)	sig = .07
Fair	2 (7.4)	2 (6.9)	4 (7.1)	
<u>:Medical treatment since birth</u>				
None	17 (63.0)	13 (44.8)	30 (53.6)	
G.P.	8 (29.6)	9 (31.0)	17 (30.4)	tau c = .23
Hospital O/P	1 (3.7)	3 (10.3)	4 (7.1)	sig = .05
Hospital I/P	1 (3.7)	4 (13.8)	5 (8.9)	
<u>Psychological well-being</u>				
<u>:Feeling depressed</u>				
Never	4 (14.8)	7 (24.1)	11 (19.6)	
Very rarely	9 (33.3)	12 (41.4)	21 (37.5)	tau c = .23
Sometimes	10 (37.0)	9 (31.0)	19 (33.9)	sig = .06
Frequently	4 (14.8)	1 (3.4)	5 (8.9)	
<u>:Feeling very anxious</u>				
Never	6 (22.2)	4 (13.8)	10 (17.9)	
Very rarely	8 (29.6)	14 (48.3)	22 (39.3)	
Sometimes	9 (33.3)	9 (31.0)	18 (32.1)	N/S
Frequently	3 (11.1)	2 (6.9)	5 (8.9)	
Constantly	1 (3.7)	0	1 (1.8)	
<u>:Feeling very irritable/stressed</u>				
Never	4 (14.8)	3 (10.3)	7 (12.5)	
Very rarely	8 (29.6)	10 (34.5)	18 (32.1)	
Sometimes	11 (40.7)	13 (44.8)	24 (42.9)	N/S
Frequently	4 (14.8)	3 (10.3)	7 (12.5)	

Table (19a) cont

Variable	NW (%) n = 27	PT (%) n = 29	Total (%) N = 56	Significance
<u>:Feeling unable to cope with baby</u>				
Never	10 (37.0)	9 (31.0)	19 (33.9)	
Very rarely	13 (48.1)	15 (51.7)	28 (50.0)	
Sometimes	4 (14.8)	4 (13.8)	8 (14.3)	N/S
Frequently	0	1	1 (1.8)	
<u>:Feeling might lose control & hurt baby</u>				
Never	18 (66.7)	13 (44.8)	31 (55.4)	
Very rarely	7 (25.9)	14 (48.3)	21 (37.5)	tau c=-.20
Sometimes	2 (7.4)	2 (6.9)	4 (7.1)	sig = .07
<u>Marital relationship since baby</u>				
<u>:Baby imposes strain</u>				
Never	11 (40.7)	11 (37.9)	22 (39.3)	
Very rarely	8 (29.6)	12 (41.4)	20 (35.7)	
Sometimes	7 (25.9)	5 (17.2)	12 (21.4)	N/S
Frequently	1 (3.7)	0	1 (1.8)	
Constantly	0	1 (3.4)	1 (1.8)	
<u>:Financial worries</u>				
Never	9 (33.3)	9 (31.0)	18 (32.1)	
Very rarely	5 (18.5)	6 (20.7)	11 (19.6)	
Sometimes	10 (37.0)	8 (27.6)	18 (32.1)	N/S
Frequently	3 (11.1)	4 (13.9)	7 (12.5)	
Constantly	0	2 (6.9)	2 (3.6)	
<u>:Feelings towards husband</u>				
Closer	14 (51.9)	14 (48.3)	28 (50.0)	
No different	7 (25.9)	14 (48.3)	21 (37.5)	N/S
Less close	6 (22.2)	1 (3.4)	7 (12.5)	

Table (19)

(b) In terms of mothers' actual employment status

Variable	Not worked (%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
<u>Physical well-being since birth</u>				
<u>:General health</u>				
Very good	14 (48.3)	17 (63.0)	31 (55.4)	N/S
Quite good	12 (41.4)	9 (33.3)	21 (37.5)	
Fair	3 (10.3)	1 (3.7)	4 (7.1)	
<u>:Medical treatment since birth</u>				
None	15 (51.7)	15 (55.6)	30 (53.6)	N/S
G.P.	8 (27.6)	9 (33.3)	17 (30.4)	
Hospital O/P	2 (6.9)	2 (7.4)	4 (7.1)	
Hospital I/P	4 (13.8)	1 (3.7)	5 (8.9)	
<u>Psychological well-being since birth</u>				
<u>:Feeling depressed</u>				
Never	3 (10.3)	8 (29.6)	11 (19.6)	tau c = -.20 sig = .08
Very rarely	12 (41.4)	9 (33.3)	21 (37.5)	
Sometimes	11 (37.9)	8 (29.6)	19 (33.9)	
Frequently	3 (10.3)	2 (7.4)	5 (8.9)	
<u>:Feeling very anxious</u>				
Never	5 (17.2)	5 (18.5)	10 (17.9)	N/S
Very rarely	12 (41.4)	10 (37.0)	22 (39.3)	
Sometimes	9 (31.0)	9 (33.3)	18 (32.1)	
Frequently	2 (6.9)	3 (11.1)	5 (8.9)	
Constantly	1 (3.4)	0	1 (1.8)	
<u>:Feeling very irritable/stressed</u>				
Never	4 (13.8)	3 (11.1)	7 (12.5)	N/S
Very rarely	10 (34.5)	8 (29.6)	18 (32.1)	
Sometimes	12 (41.4)	12 (44.4)	24 (42.9)	
Frequently	3 (10.3)	4 (14.8)	7 (12.5)	

Table (19b) cont

Variable	Not worked (%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
<u>:Feeling unable to cope with baby</u>				
Never	10 (34.5)	9 (33.3)	19 (33.9)	
Very rarely	15 (51.7)	13 (48.1)	28 (50.0)	
Sometimes	4 (13.8)	4 (14.8)	8 (14.3)	N/S
Frequently	0	1 (3.7)	1 (1.8)	
<u>:Feeling might lose control & hurt baby</u>				
Never	20 (69.0)	11 (40.7)	31 (55.4)	tau c = .30
Very rarely	8 (27.6)	13 (48.1)	21 (37.5)	sig = .02
Sometimes	1 (3.4)	3 (11.1)	4 (7.1)	
<u>Marital relationship since baby</u>				
<u>:Baby imposes strain</u>				
Never	11 (37.9)	11 (40.7)	22 (39.3)	
Very rarely	11 (37.9)	9 (33.3)	20 (35.7)	
Sometimes	5 (17.2)	7 (25.9)	12 (21.4)	
Frequently	1 (3.4)	0	1 (1.8)	N/S
Constantly	1 (3.4)	0	1 (1.8)	
<u>:Financial worries</u>				
Never	11 (37.9)	7 (25.9)	18 (32.1)	
Very rarely	5 (17.2)	6 (22.2)	11 (19.6)	
Sometimes	10 (34.5)	8 (29.6)	18 (32.1)	N/S
Frequently	2 (6.9)	5 (18.5)	7 (12.5)	
Constantly	1 (3.4)	1 (3.7)	2 (3.6)	
<u>:Feelings towards husband</u>				
Closer	13 (44.8)	15 (55.6)	28 (50.0)	
No different	11 (37.9)	10 (37.0)	21 (37.5)	N/S
Less close	5 (17.2)	2 (7.4)	7 (12.5)	

Table (19)

(c) In terms of Congruence

Variable	Congruent(%) n = 44	Incongruent(%) n = 12	Total(%) N = 56	Significance
<u>Physical well-being since birth</u>				
: <u>General Health</u>				
Very good	28 (63.6)	3 (25.0)	31 (55.4)	
Quite good	14 (31.8)	7 (58.3)	21 (37.5)	tau c = .28
Fair	2 (4.5)	2 (16.7)	4 (7.1)	sig = .007
: <u>Medical treatment since birth</u>				
None	24 (54.5)	6 (50.0)	30 (53.6)	
G.P.	14 (31.8)	3 (25.0)	17 (30.4)	
Hospital O/P	3 (6.8)	1 (8.3)	4 (7.1)	N/S
Hospital I/P	3 (6.8)	2 (16.7)	5 (8.9)	
<u>Psychological well-being since birth</u>				
: <u>Feeling depressed</u>				
Never	11 (25.0)	0	11 (19.6)	
Very rarely	17 (38.6)	4 (33.3)	21 (37.5)	tau c = .27
Sometimes	13 (29.5)	6 (50.0)	19 (33.9)	sig = .01
Frequently	3 (6.8)	2 (16.7)	5 (8.9)	
: <u>Feeling very anxious</u>				
Never	10 (22.7)	0	10 (17.9)	
Very rarely	16 (36.4)	6 (50.0)	22 (39.3)	
Sometimes	13 (29.5)	5 (41.7)	18 (32.1)	N/S
Frequently	4 (9.1)	1 (8.3)	5 (8.9)	
Constantly	1 (2.3)	0	1 (1.8)	
: <u>Feeling very irritable/stressed</u>				
Never	6 (13.6)	1 (8.3)	7 (12.5)	
Very rarely	14 (31.8)	4 (33.3)	18 (32.1)	
Sometimes	20 (45.5)	4 (33.3)	24 (42.9)	N/S
Frequently	4 (9.1)	3 (25.0)	7 (12.5)	

Table 19(c) cont

Variable	Congruent(%) n = 44	Incongruent(%) n = 12	Total(%) N = 56	Significance
<u>: Feeling unable to cope with baby</u>				
Never	14 (31.8)	5 (41.7)	19 (33.9)	
Very rarely	23 (52.3)	5 (41.7)	28 (50.0)	
Sometimes	6 (13.6)	2 (16.7)	8 (14.3)	N/S
Frequently	1 (2.3)	0	1 (1.8)	
<u>: Feeling might lose control & hurt baby</u>				
Never	24 (54.5)	7 (58.3)	31 (55.4)	
Very rarely	17 (38.6)	4 (33.3)	21 (37.5)	N/S
Sometimes	3 (6.8)	1 (8.3)	4 (7.1)	
<u>Marital relationship since baby</u>				
<u>: Baby imposes strain</u>				
Never	18 (40.9)	4 (33.3)	22 (39.3)	
Very rarely	15 (34.1)	5 (41.7)	20 (35.7)	
Sometimes	10 (22.7)	2 (16.7)	12 (21.4)	N/S
Frequently	1 (2.3)	0	1 (1.8)	
Constantly	0	1 (8.3)	1 (1.8)	
<u>: Financial worries</u>				
Never	15 (34.1)	3 (25.0)	18 (32.1)	
Very rarely	10 (22.7)	1 (8.3)	11 (19.6)	
Sometimes	12 (27.3)	6 (50.0)	18 (32.1)	N/S
Frequently	6 (13.6)	1 (8.3)	7 (12.5)	
Constantly	1 (2.3)	1 (8.3)	2 (3.6)	
<u>: Feelings towards husband</u>				
Closer	23 (52.3)	5 (41.7)	28 (50.0)	
No different	16 (36.4)	5 (41.7)	21 (37.5)	N/S
Less close	5 (11.4)	2 (16.7)	7 (12.5)	

Table (20)

Maternal Satisfactiona) In terms of mothers' employment intentions

Variable	NW (%)	PT (%)	Total (%)	Significance
	n = 27	n = 29	N = 56	

Kind of mother you wanted to be

Yes	18 (66.7)	18 (62.1)	36 (64.3)	
No	3 (11.1)	1 (3.4)	4 (7.1)	N/S
Not sure	6 (22.2)	10 (34.5)	16 (28.6)	

Missing out on anything by working/not working

Never	6 (20.7)	6 (22.2)	12 (21.4)	
Very rarely	13 (48.1)	7 (24.1)	20 (35.7)	tau c = -.23
Sometimes	7 (25.9)	12 (41.4)	19 (33.9)	sig = .06
Frequently	1 (3.7)	3 (10.3)	4 (7.1)	
Constantly	0	1 (3.4)	1 (1.8)	

Satisfaction from motherhood

Some	1 (3.7)	0	1 (1.8)	
Quite a lot	8 (29.6)	7 (24.1)	15 (26.8)	N/S
Very much	18 (66.7)	22 (75.9)	40 (71.4)	

Contented/satisfied with life at present

Very rarely	1 (3.7)	2 (6.9)	3 (5.4)	
Sometimes	1 (3.7)	4 (13.8)	5 (8.9)	tau c = .20
Frequently	15 (55.6)	16 (55.2)	31 (55.4)	sig = .08
Constantly	10 (37.0)	7 (24.1)	17 (30.4)	

Table (20)

Maternal Satisfactionb) In terms of mothers' actual employment status

Variable	Not worked (%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
<u>Kind of mother you wanted to be</u>				
Yes	19 (65.5)	17 (63.0)	36 (64.3)	
No	2 (6.9)	2 (7.4)	4 (7.1)	N/S
Not sure	8 (27.6)	8 (29.6)	16 (28.6)	
<u>Missing out on anything by working/not working</u>				
Never	4 (13.8)	8 (29.6)	12 (21.4)	
Very rarely	11 (37.9)	9 (33.3)	20 (35.7)	
Sometimes	11 (37.9)	8 (29.6)	19 (33.9)	N/S
Frequently	2 (6.9)	2 (7.4)	4 (7.1)	
Constantly	1 (3.4)	0	1 (1.8)	
<u>Satisfaction from motherhood</u>				
Some	1 (3.4)	0	1 (1.8)	
Quite a lot	8 (27.6)	7 (25.9)	15 (26.8)	N/S
Very much	20 (69.0)	20 (74.1)	40 (71.4)	
<u>Contented/satisfied with life at present</u>				
Very rarely	1 (3.4)	2 (7.4)	3 (5.4)	
Sometim	3 (10.3)	2 (7.4)	5 (8.9)	
Frequently	18 (62.1)	13 (48.1)	31 (55.4)	N/S
Constantly	7 (24.1)	10 (37.0)	17 (30.4)	

Table 20

Maternal Satisfactionc) In terms of Congruence

Variable	Congruent(%) n = 44	Incongruent(%) n = 12	Total(%) N = 56	Significance
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Missing out on anything by working/not working

Never	12 (27.3)	0	12 (21.4)	
Very rarely	20 (45.5)	0	20 (35.7)	
Sometimes	12 (27.3)	7 (58.3)	19 (33.9)	tau c = .57
Frequently	0	4 (33.3)	4 (7.1)	sig = .0001
Constantly	0	1 (8.3)	1 (1.8)	

Satisfaction from motherhood

Some	0	1 (8.3)	1 (1.8)	
Quite a lot	13 (29.5)	2 (16.7)	15 (26.8)	N/S
Very much	31 (70.5)	9 (75.0)	40 (71.4)	

Contented/satisfied with life at present

Very rarely	1 (2.3)	2 (16.7)	3 (5.4)	
Sometimes	2 (4.5)	3 (25.0)	5 (8.9)	
Frequently	24 (54.5)	7 (58.3)	31 (55.4)	tau c = .39
Constantly	17 (38.6)	0	17 (30.4)	sig = .0003

Table (21) Author's ratings of maternal satisfaction
a) In terms of mothers' employment intentions

	NW (%) n = 27	PT (%) n = 29	Total (%) N = 56	Significance
Very dissatisfied	1 (3.7)	1 (3.4)	2 (3.6)	
Dissatisfied	0	1 (3.4)	1 (1.8)	tau c = .24
Doubtful	1 (3.7)	6 (20.7)	7 (12.5)	sig = .05
Satisfied	15 (55.6)	14 (48.3)	29 (51.8)	
Very satisfied	10 (37.0)	7 (24.1)	17 (30.4)	

b) In terms of mothers' actual employment status

	Not worked (%) n = 29	Worked (%) n = 27	Total (%) N = 56	Significance
Very dissatisfied	1 (3.4)	1 (3.7)	1 (3.6)	
Dissatisfied	0	1 (3.7)	1 (1.8)	
Doubtful	5 (17.2)	2 (7.4)	7 (12.6)	N/S
Satisfied	16 (55.2)	13 (48.1)	29 (51.8)	
Very satisfied	7 (24.1)	10 (37.0)	17 (30.4)	

Table (21) Author's ratings of maternal satisfaction

c) In terms of Congruence

Variable	Congruent(%) n = 44	Incongruent(%) n = 12	Total(%) N = 56	Significance
<hr/>				
V. dissatisfied	0	2 (16.7)	2 (3.6)	
Dissatisfied	1 (2.3)	0	1 (1.8)	
Doubtful	1 (2.3)	6 (50.0)	7 (12.5)	tau c =.50
Satisfied	25 (56.8)	4 (33.3)	29 (51.8)	sig =.0001
Very satisfied	17 (38.6)	0	17 (30.4)	

Table (22) Relationships between Maternal Satisfaction and
selected maternal variables from Phase I

Maternal Satisfaction at 15 mths post-partum	Correlation coefficient	Significance
Maternal satisfaction at 3 mths post-partum	$r = -.24$	sig = .04
Attitudes to work in pregnancy	$r = -.22$	sig = .05
Work intentions at 3 mths post-partum	$r = -.22$	sig = .05
Further education	$r = -.25$	sig = .06
Higher qualifications	$r = -.24$	sig = .08

Table (23) Socio-emotional Development: Summary of ANOVA
in terms of Congruence

Variable	Sum of Sq	df	F-value	Significance
<u>Sociability and Social Skills</u>				
: Congruence	40.27	1	0.11	N/S
: Sex	150.20	1	0.40	N/S
: Congruence x Sex	274.69	1	0.73	N/S
: Residual	18370.73			
<u>Emotional Expression</u>				
: Congruence	2.80	1	0.01	N/S
: Sex	655.36	1	2.09	N/S
: Congruence x Sex	281.23	1	0.90	N/S
: Residual	15370.80			
<u>Fearful, self-punitive or excessive behaviour</u>				
: Congruence	440.98	1	1.11	N/S
: Sex	10.38	1	0.03	N/S
: Congruence x Sex	12.67	1	0.03	N/S
: Residual	19523.97			
<u>Empathy</u>				
: Congruence	8553.41	1	2.24	N/S
: Sex	0.12	1	0.00	N/S
: Congruence x Sex	9828.47	1	2.58	N/S
: Residual	186865.20			
<u>Total Emotionality</u>				
: Congruence	16.06	1	0.09	N/S
: Sex	46.80	1	0.27	N/S
: Congruence x Sex	206.41	1	1.20	N/S
: Residual	8454.43			

Table (23) cont

Variable	Sum of Sq	df	F-value	Significance
<u>Fear of Strangers</u>				
: Congruence	28.88	1	0.02	N/S
: Sex	12.09	1	0.01	N/S
: Congruence x Sex	774.21	1	0.39	N/S
: Residual	102516.95			
<u>Separation from Mother</u>				
: Congruence	3264.04	1	2.86	p = .10
: Sex	1029.85	1	0.90	N/S
: Congruence x Sex	2184.92	1	1.91	N/S
: Residual	59435.12			
<u>Tolerance for departures from normal routines</u>				
: Congruence	3971.15	1	3.05	p = .09
: Sex	1402.73	1	1.08	N/S
: Congruence x Sex	0.47	1	0.00	N/S
: Residual	67617.77			
<u>Independence</u>				
: Congruence	2722.43	1	5.07	p = .03
: Sex	2239.12	1	4.17	p = .05
: Congruence x Sex	1606.83	1	2.99	p = .09
: Residual	27913.60			
<u>Total Emotional Security</u>				
: Congruence	163.69	1	0.29	N/S
: Sex	62.26	1	0.11	N/S
: Congruence x Sex	1460.88	1	2.60	N/S
: Residual	29192.53			

F I G U R E S

- Figure 1 Distribution of Scores for scales of the
 Socio-Emotional Development Questionnaire
- Figure 1.1 Total Scores
- Figure 1.2 Social Skills and Sociability
- Figure 1.3 Emotional Expression
- Figure 1.4 Fearful, Self-punitive or Excessive Behaviour
- Figure 1.5 Empathy
- Figure 1.6 Total Emotionality
- Figure 1.7 Fear of Strangers
- Figure 1.8 Separation from Mother
- Figure 1.9 Tolerance for Departures from Normal Routines
- Figure 1.10 Independence
- Figure 1.11 Emotional Security

Figure 1.1 Total Scores

Range 223 - 281

Subjects (N = 56)

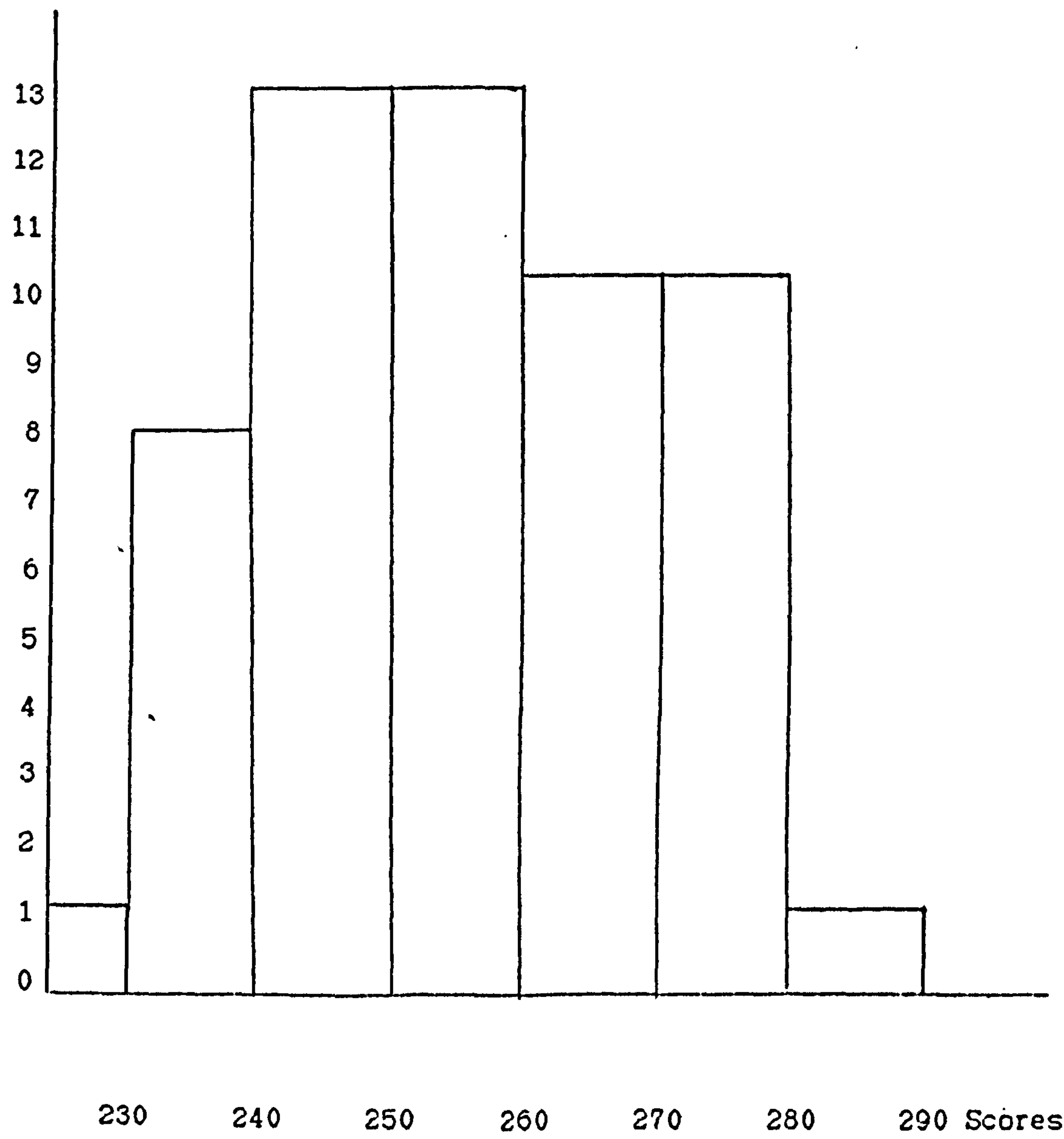


Figure 1.2

Social Skills and Sociability

Range = 219 - 300

Subjects (N = 56)

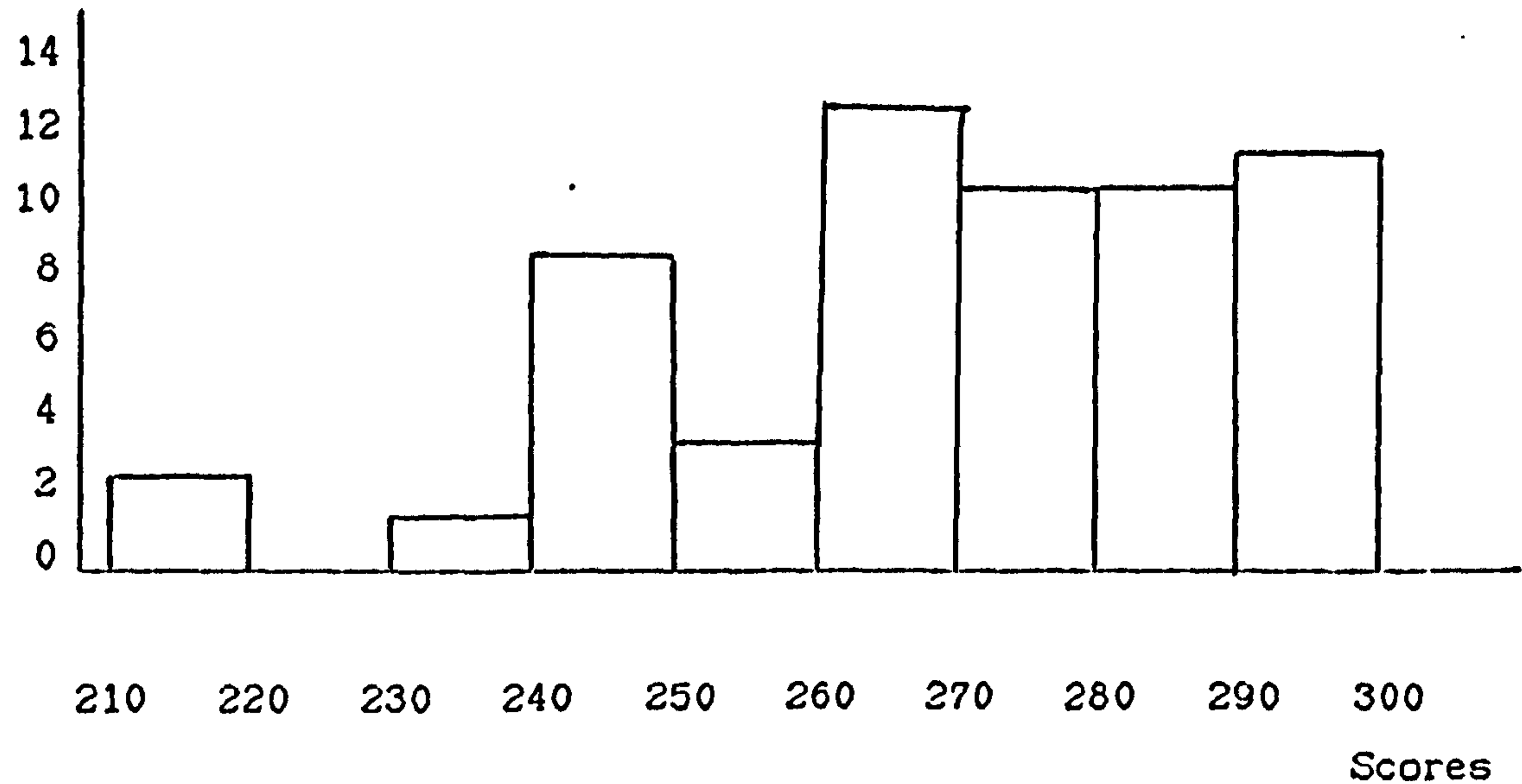


Figure 1.3

Emotional Expression

Range = 189 - 283

Subjects (N = 56)

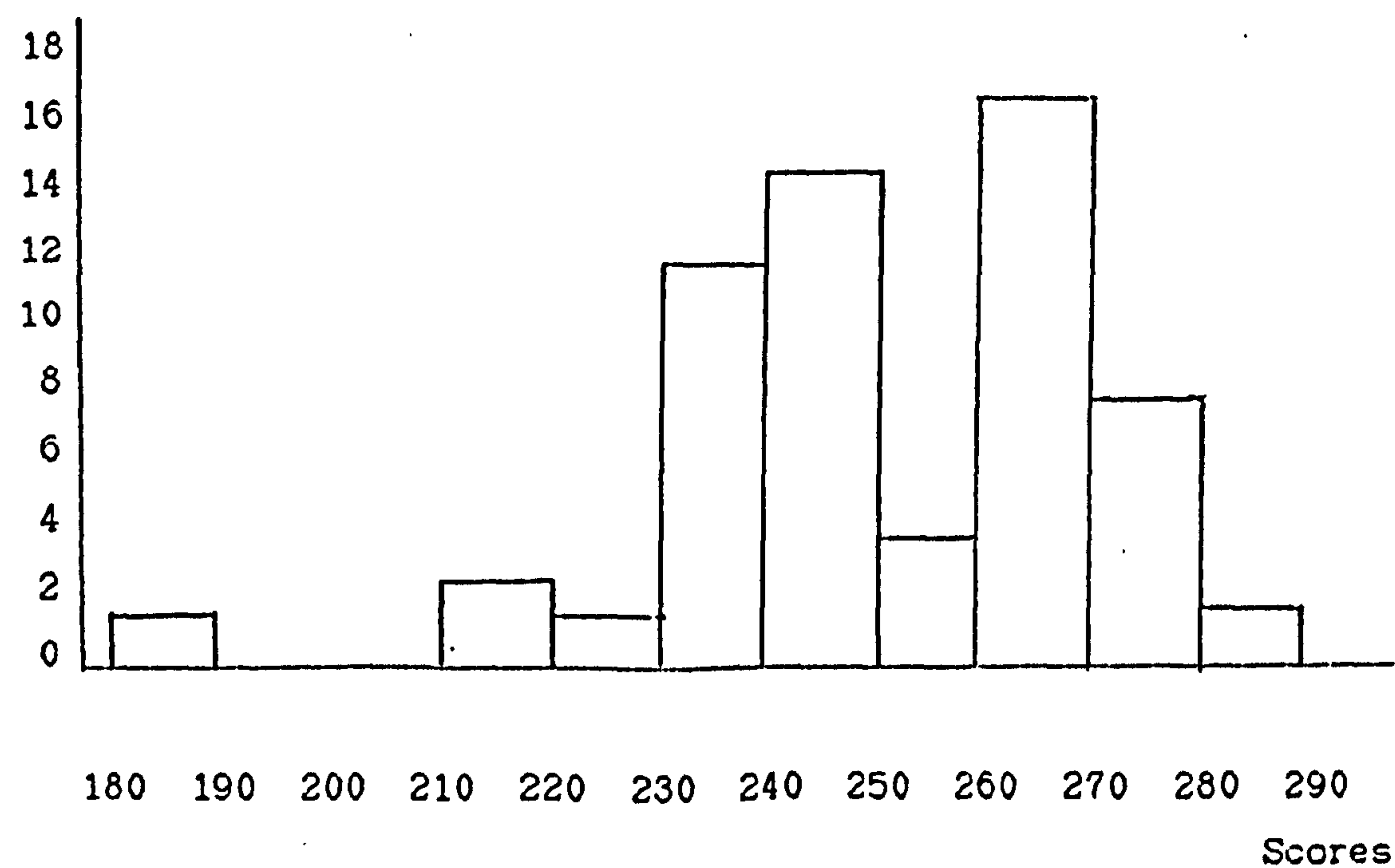


Figure 1.4 Fearful, Self-Punitive or Excessive Behaviour

Range = 217 - 300

Subjects (N = 56)

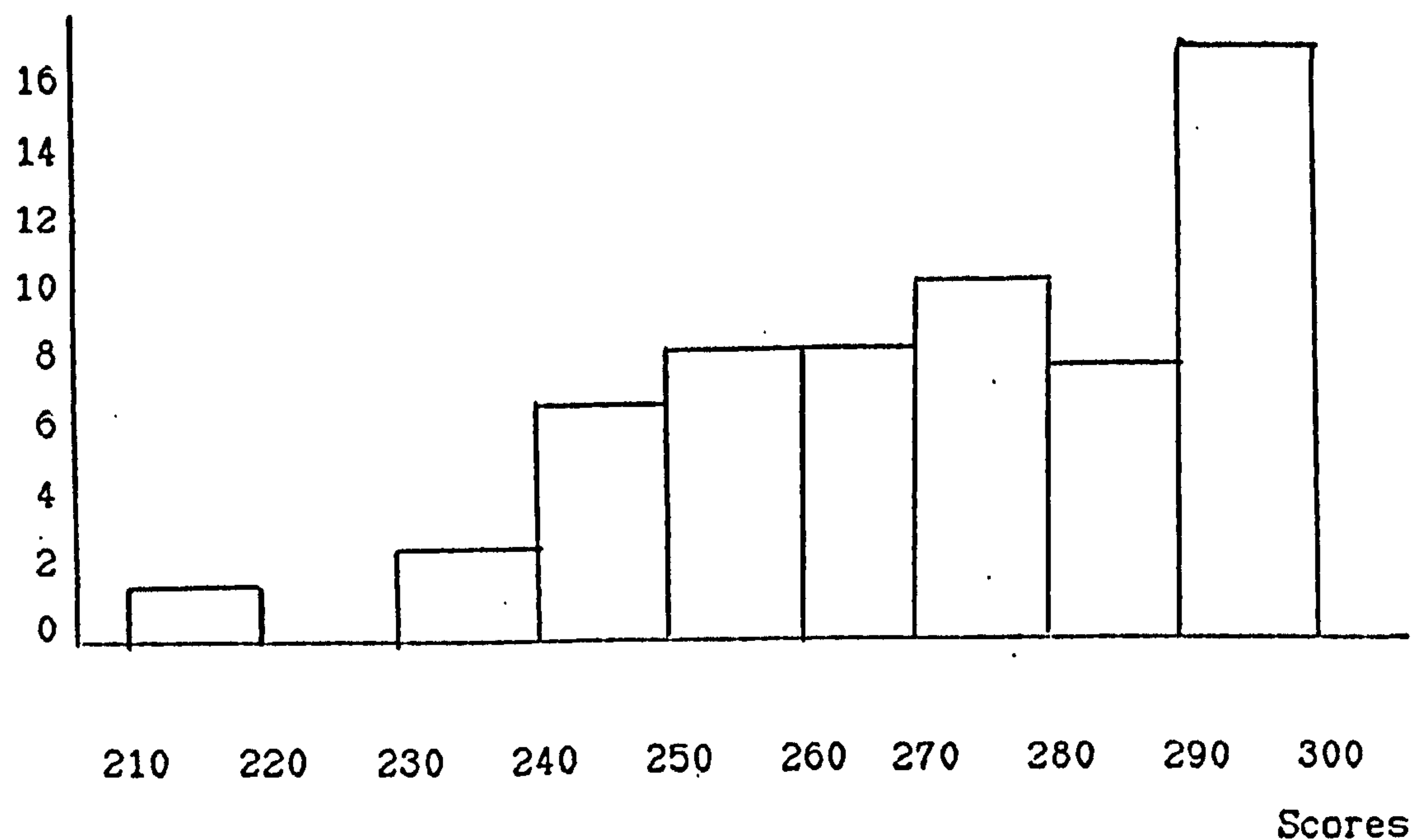


Figure 1.5 Empathy

Range = 0 - 300

Subjects (N = 56)

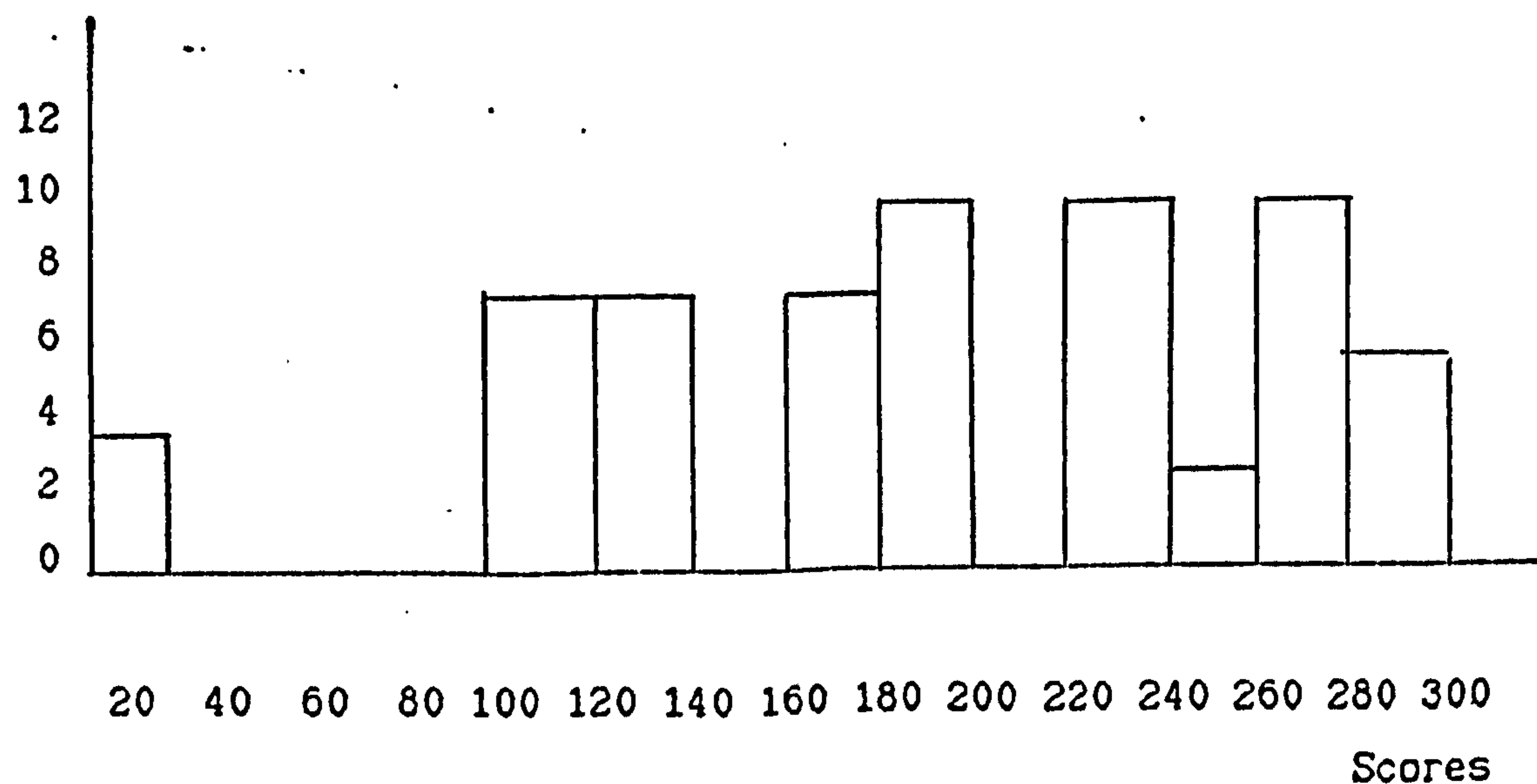


Figure 1.6

Total Emotionality

Range = 231 - 279

Subjects (N = 56)

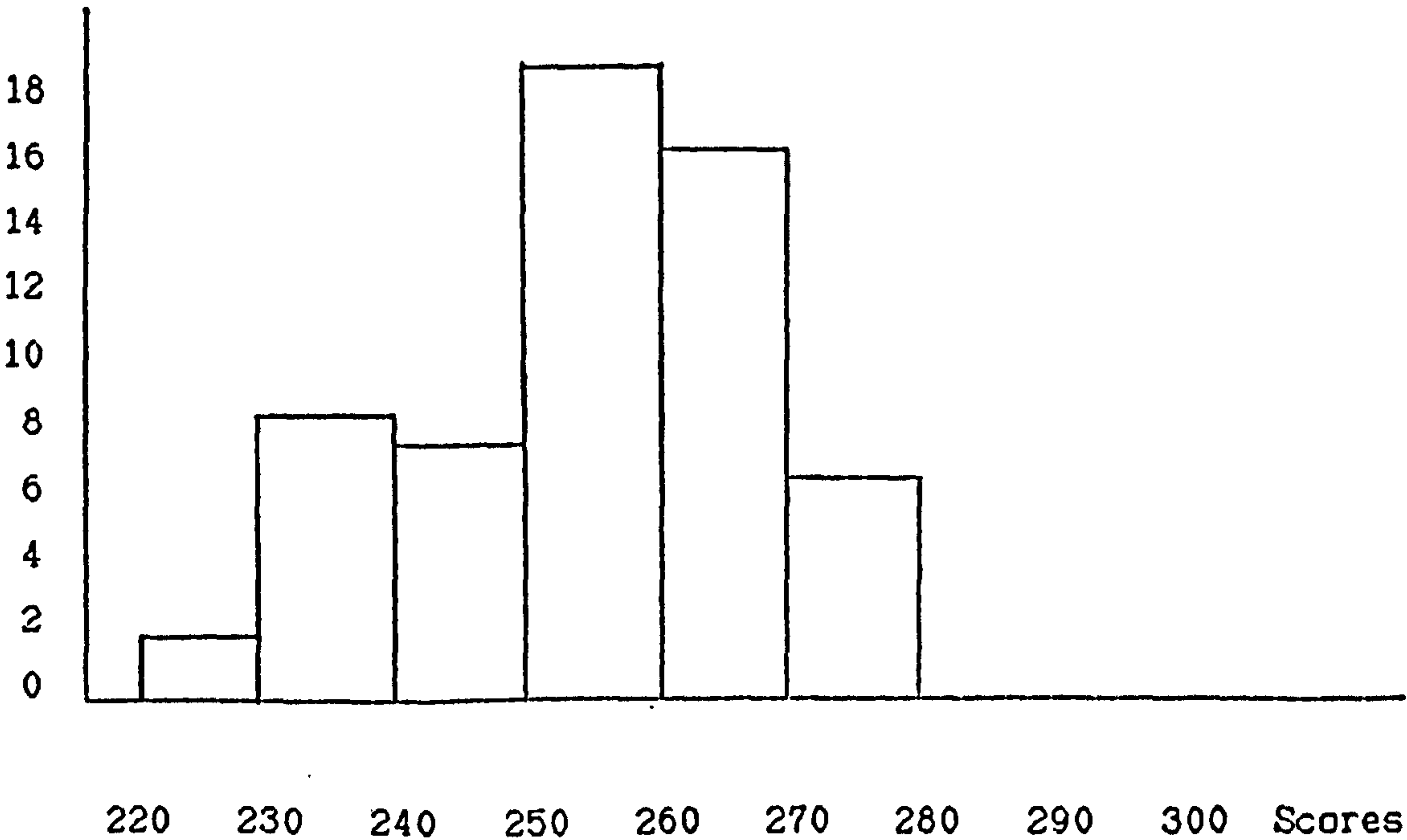


Figure 1.7

Fear of Strangers

Range = 122 - 300

Subjects (N = 56)

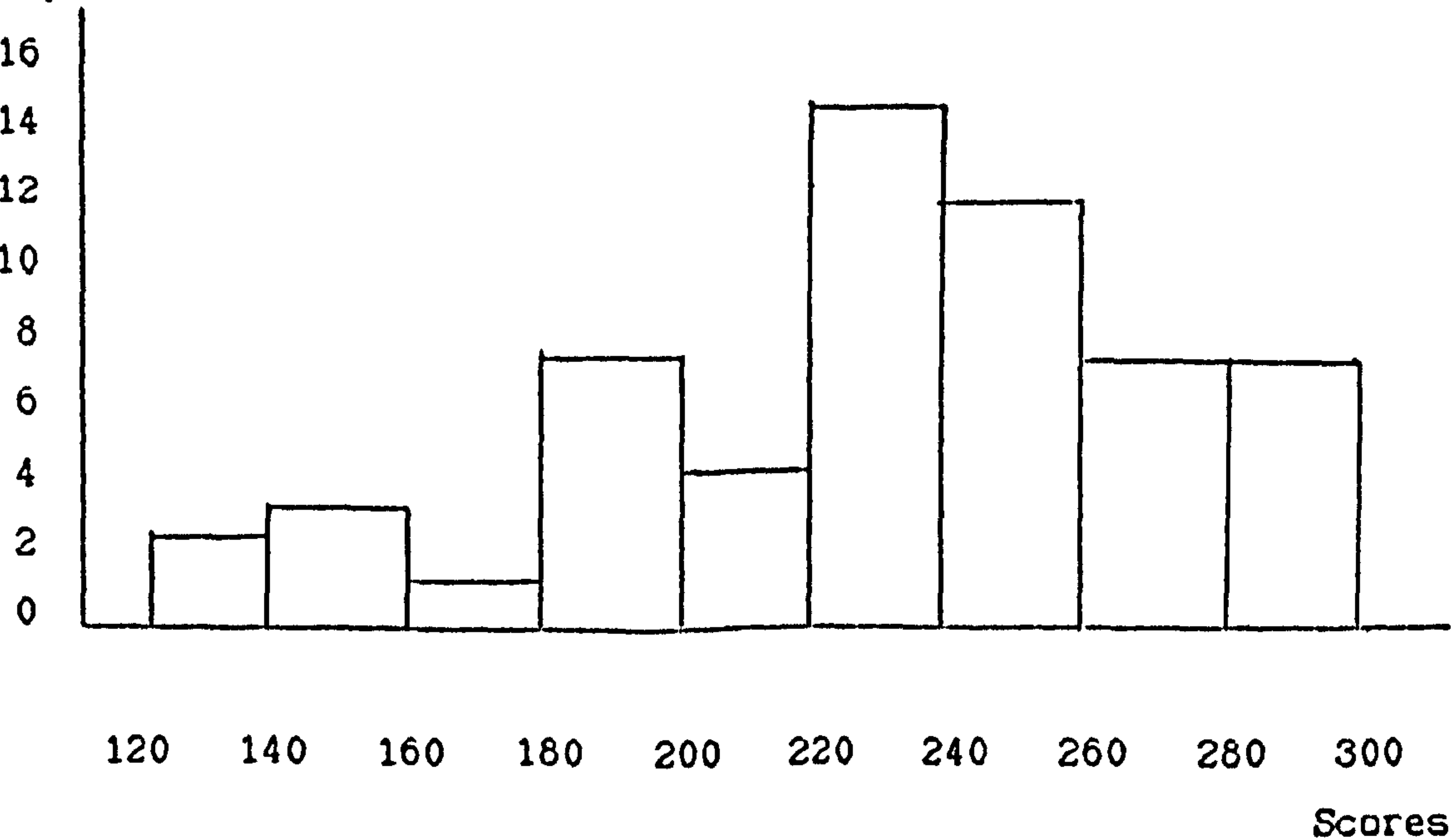


Figure 1.8

Separation from Mother

Range = 150 - 300

Subjects (N = 56)

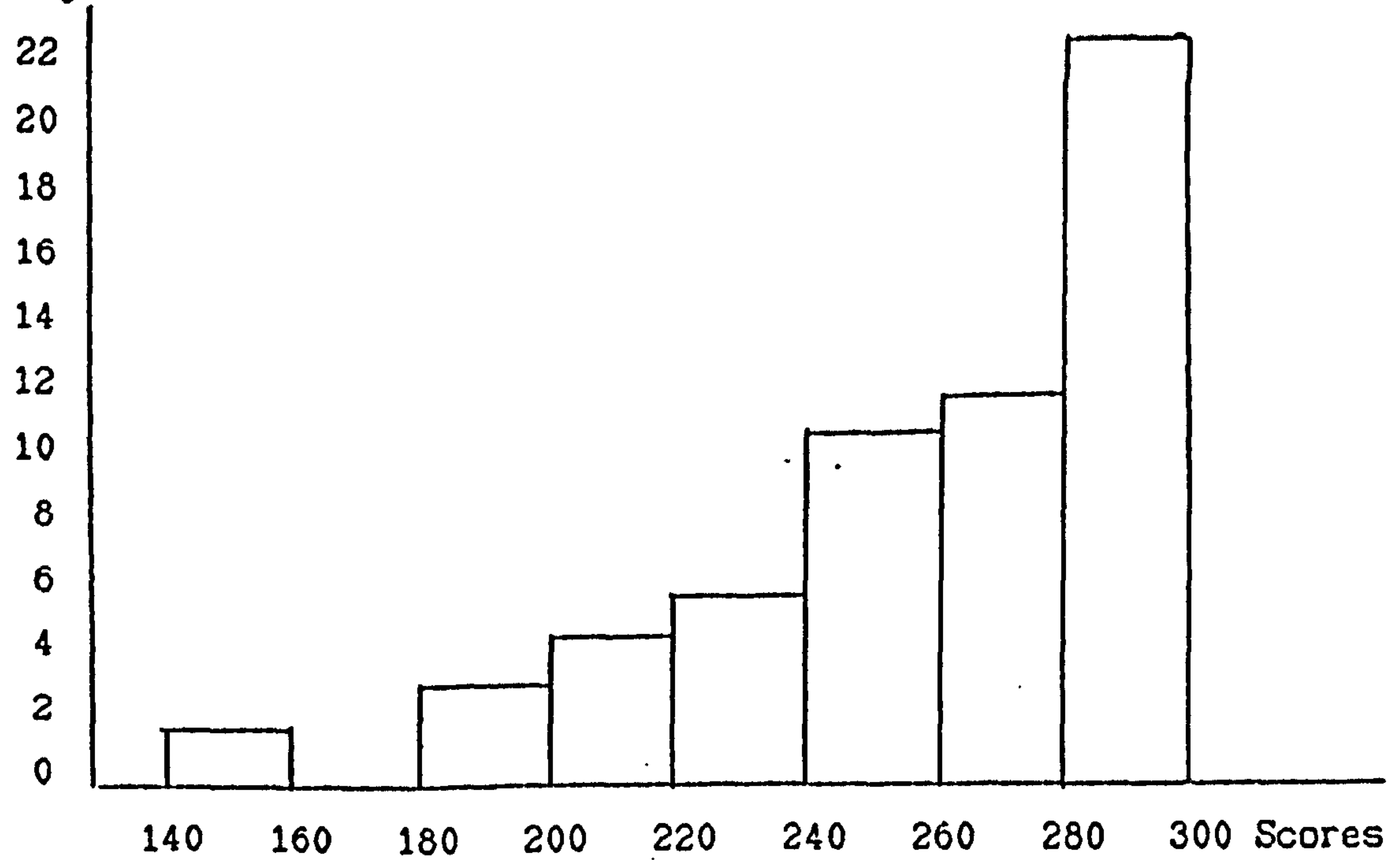


Figure 1.9

Tolerance for Departures from Normal Routines

Range = 150 - 300

Subjects

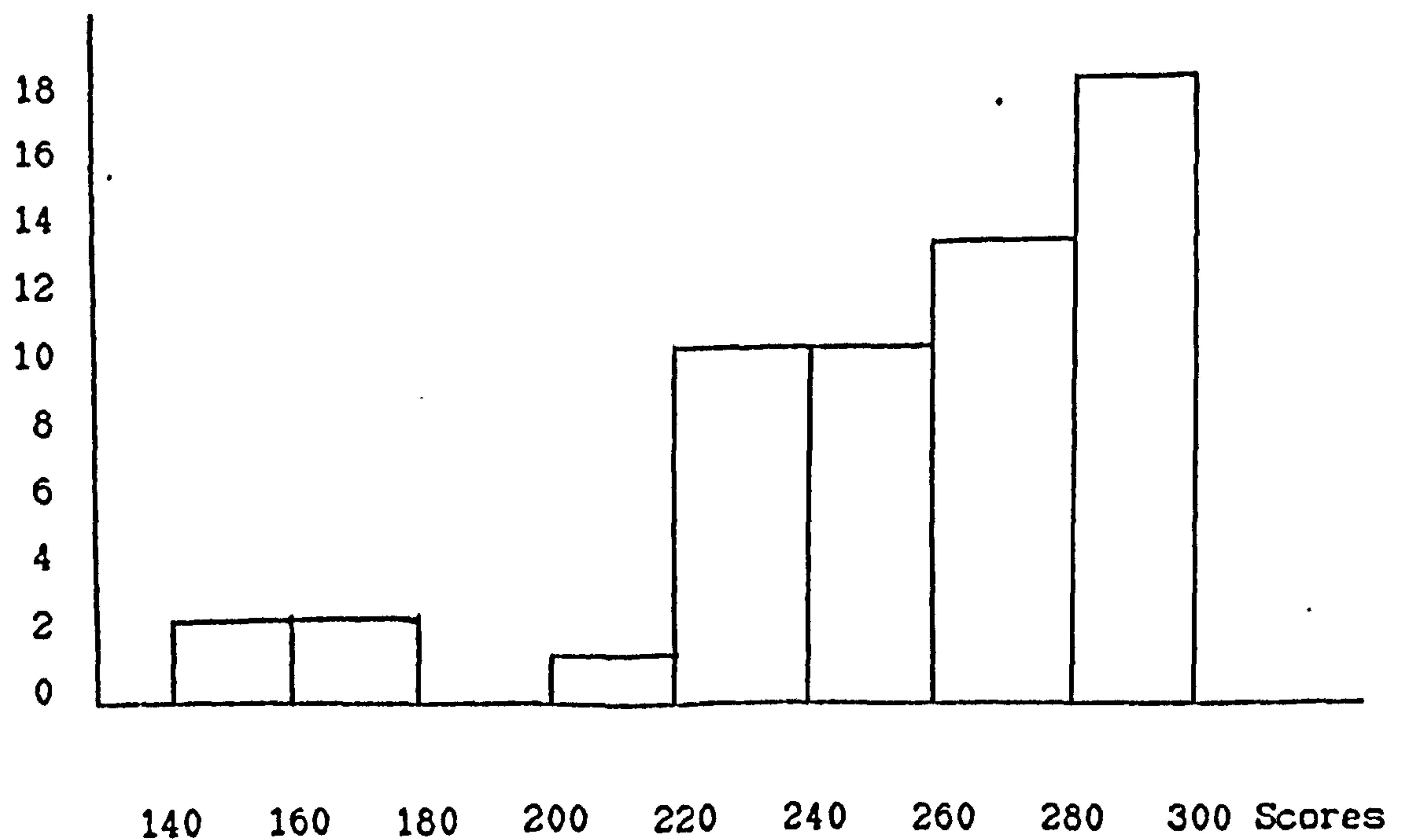


Figure 1.10 Independence

Range = 192 - 300

Subjects (N = 56)

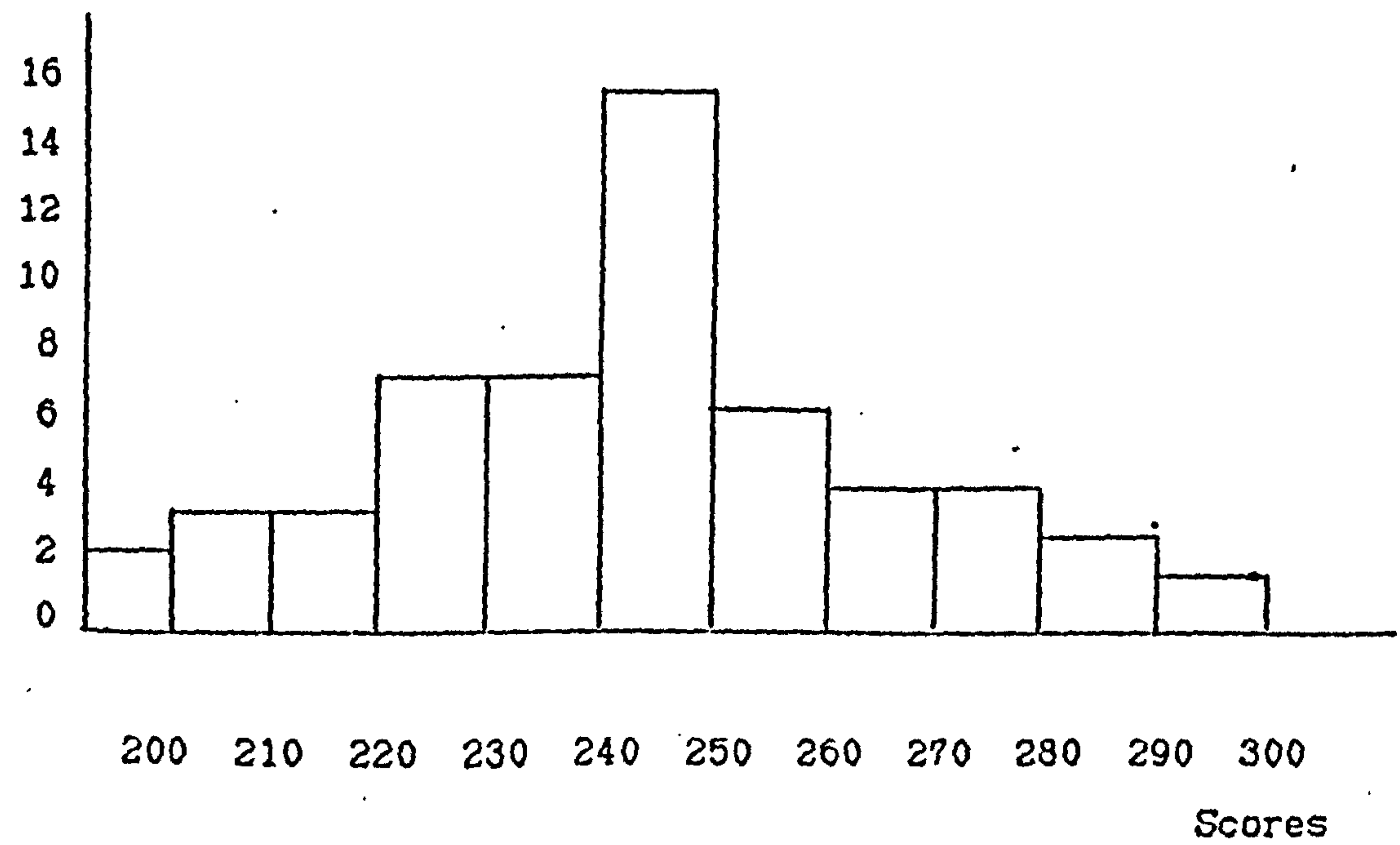


Figure 1.11 Emotional Security

Range = 198 - 293

Subjects (N = 56)

